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Identifying Moscow Students' Motivations in Their Career Choices

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Identifying Moscow Students' Motivations in Their Career Choices

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WPI

Identifying Moscow Students' Motivations in Their Career Choices

An Interactive Qualifying Project Report
Submitted to the Faculty of the
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for
the Degree of Bachelor of Science by:

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Abstract

In order to help Deloitte Moscow be able to recruit better-qualified university graduates, our project team identified what Russian university students' career preferences were. Through interviews and an online survey, we determined how students choose their academic majors, career paths and places of employment. We found that work environment, advancement opportunities, salary and benefits, travel opportunities, and company reputation were most important to Moscow-based students in making decisions about what employer to work for.

Authorship

The Abstract and Abbreviations were led by Ashley, and the Executive Summary was led by Lin. Chapters 1, 2, and 3 were written by each member equally. Chapter 4 was led by Ryanne and Alberto, with edits made by Lin and Ashley. Chapter 5 was led by Ryanne and Ashley, with edits made by Alberto and Lin. All the appendices were completed by the whole group.

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Again, thank you all so much. This has been a unique and rewarding experience for us.

Abbreviations

Big Four: *Large consulting companies including Deloitte, EY, KPMG, and PwC*

FU: *The Financial University under the Government of the Russian Federation*

HSE: *Higher School of Economics*

IQP: *Interactive Qualifying Project*

Major/Faculty: *Used interchangeably in this report*

MSU: *Moscow State University*

NES: *New Economic School*

RANEPA: *The Russian Presidential Academy of National Economy and Public Administration*

WPI: *Worcester Polytechnic Institute*

Table of Contents

Abstract	iii
Authorship	iv
Acknowledgements	v
Abbreviations	vi
Table of Contents	vii
Table of Figures	ix
Executive Summary	xi
1. Introduction.....	1
2. Background.....	4
2.1. General Career Trends	4
2.1.1. Career Choices.....	4
2.1.2. Companies.....	6
2.1.3. Employment Trends	9
2.2. Career Trends in Russia.....	11
2.2.1. Career Choices.....	11
2.2.2. Companies.....	16
2.3. Deloitte	17
2.4. Summary	19
3. Methodology	21
3.1. Determine Trends in Students' Career and Company Choices	21
3.2. Determine How Students Make Career and Company Choices.....	23
3.2.1. Student Interviews	24
3.2.2. Deloitte Junior Staff Interviews	25
3.2.3. Career Center Interviews	25
3.3. Summary	26

4. Results and Analysis	27
4.1. Demographics	27
4.2. Career Choices	34
4.3. Company Choices.....	37
4.4. Summary	67
5. Conclusions and Recommendations.....	68
5.1. Moscow Students' Motivations in Their Career Choices	68
5.2. Further Steps.....	69
References.....	73
Appendix A: Sponsor Description	77
Appendix B: Recruitment Information	80
Appendix C: Survey Questions.....	87
English Version of Trial Student Survey	87
English Version of Final Student Survey.....	94
Russian Version of Final Student Survey	105
Appendix D: Interview Protocols	116
Student Interview Protocol.....	116
Deloitte Junior Staff Interview Protocol	117
Career Center Representative Interview Protocol.....	119
Appendix E: Survey Results	121
Appendix F: Interview Summaries.....	151
Student Interviews.....	151
Deloitte Junior Staff Interviews	151
Career Center Interviews	153

Table of Figures

<i>Figure 1. Distribution of Universities Attended by Survey Respondents.....</i>	<i>28</i>
<i>Figure 2. Age Distribution of Survey Respondents.....</i>	<i>29</i>
<i>Figure 3. Gender Distribution of Survey Respondents.....</i>	<i>30</i>
<i>Figure 4. Graduation Year Distribution of Survey Respondents.....</i>	<i>31</i>
<i>Figure 5. Students' Desired Highest Degree.....</i>	<i>32</i>
<i>Figure 6. University Major Distribution.....</i>	<i>33</i>
<i>Figure 7. Home Residence of Survey Respondents.....</i>	<i>34</i>
<i>Figure 8. Top Reason for Choosing a Career.....</i>	<i>35</i>
<i>Figure 9. Similarity of Students' Chosen Careers to Their Parents'.....</i>	<i>37</i>
<i>Figure 10. Job Secured Percentage.....</i>	<i>38</i>
<i>Figure 11. Student Internships Percentage.....</i>	<i>39</i>
<i>Figure 12. Accept Employment at the Same Company Percentage.....</i>	<i>40</i>
<i>Figure 13. Accept Employment in the Same Industry Percentage.....</i>	<i>41</i>
<i>Figure 14. How Students to Learn About Job Opportunities.....</i>	<i>42</i>
<i>Figure 15. Portion of Students Who Have Used the Career Center in the Past Year.....</i>	<i>43</i>
<i>Figure 16. Career Center Services Most Often Used by Students.....</i>	<i>44</i>
<i>Figure 17. Distribution of the Factors That Influence a Student's Decision When Choosing a Company to Work For.....</i>	<i>45</i>
<i>Figure 18. Top Factor in Decision to Work for a Specific Company.....</i>	<i>46</i>
<i>Figure 19. Economics Majors' Priorities in Choosing Companies.....</i>	<i>48</i>
<i>Figure 20. Finance Majors' Priorities in Choosing Companies.....</i>	<i>49</i>
<i>Figure 21. Management Majors' Priorities in Choosing Companies.....</i>	<i>50</i>
<i>Figure 22. Consulting Majors' Priorities in Choosing Companies.....</i>	<i>51</i>

<i>Figure 23. Top Concerns of Survey Respondents When Accepting Job Offers.....</i>	<i>52</i>
<i>Figure 24. Concerns of Students Who are Interested in Deloitte.....</i>	<i>53</i>
<i>Figure 25. Length of Time Survey Respondents Plan to Work for Their First Employer.....</i>	<i>54</i>
<i>Figure 26. Desired Types of Companies.....</i>	<i>55</i>
<i>Figure 27. Survey Respondents' Ideal Locations of Employment.....</i>	<i>56</i>
<i>Figure 28. Financial University Students' Workplace Preferences.....</i>	<i>57</i>
<i>Figure 29. Higher School Economics Students' Workplace Preference.....</i>	<i>58</i>
<i>Figure 30. New Economics School Students' Workplace Preferences.....</i>	<i>59</i>
<i>Figure 31. Desired Industries of Survey Respondents.....</i>	<i>60</i>
<i>Figure 32. Desirable Business and Consulting Companies.....</i>	<i>61</i>
<i>Figure 33. Desirable Oil and Energy Companies.....</i>	<i>62</i>
<i>Figure 34. Desirable Retail/Product Companies.....</i>	<i>62</i>
<i>Figure 35. Desirable Technology Companies.....</i>	<i>63</i>
<i>Figure 36. Desirable Banking Companies.....</i>	<i>63</i>
<i>Figure 37. Desirable Transportation Companies.....</i>	<i>64</i>
<i>Figure 38. Financial University Students' Industries Preferences and Deloitte.....</i>	<i>64</i>
<i>Figure 39. High School Economics Students' Industries Preferences and Deloitte.....</i>	<i>65</i>
<i>Figure 40. New Economics School Students' Workplace Preferences.....</i>	<i>65</i>
<i>Figure 41: Interest in Consulting Within Each Major and Interest in Deloitte Within Consulting Within Each Major.....</i>	<i>65</i>

Executive Summary

Effective staff recruitment is crucial for a company's success. Just as knowing customers' needs is important for salesmen to do their work, being familiar with students' preferences in choosing career paths is important for companies to improve recruitment. Every company wants to obtain skilled and committed employees, which inevitably leads to a competition among similar companies for the best employees. To improve their edge in hiring the best employees, Deloitte Moscow would like to better understand how Russian students choose their careers and majors and how they choose the company they want to work for after graduation. By learning what motivates students in making their choices related to majors, industries, and companies, Deloitte hopes to attract a greater number of qualified employees and provide a more fulfilling work environment.

The goal of our project was to determine the main factors that influence university students in Moscow when they choose a career path and eventually an employer. To achieve our goal, we divided our research into two foci: career paths and majors, and specific company choices. Information about these two foci should help Deloitte improve recruitment strategies and become more attractive as an employer.

In order to gather the information we needed, we used a survey and interviews. Our survey included demographic questions, as well as questions about career and major choices, previous internship experience, university career center usage, and company preferences. We sent our survey link to the career centers at six universities and asked them to distribute the survey to students from the economics and finance faculties. We also interviewed the career center representatives and students from several of these universities to ask in-depth

questions and obtain more qualitative data to support the quantitative data in our survey. In addition, we interviewed Deloitte junior staff members in order to learn how they made their actual career and company choices.

We divided our research results into three sections: demographic information, career choices, and company choices. Our demographics section shows that the majority of our 520 responses came from students majoring in economics, finance and management. Although we had a gender imbalance among survey respondents, with 61% of our responses from females, our analysis showed no significant differences between males' and females' responses. The career choices part of our survey showed that most students look for job opportunities on career search websites, and that the most important factor for Moscow students when it comes to choosing an employer is the opportunity for advancement. Deloitte junior staff interviewees agreed that the opportunity to advance is very important to employees, since most of the interviewees expressed their interest in becoming managers within their next five years in the company. However, we found different priorities among students with different majors. For instance, economics students consider advancement opportunities their main priority, while finance students think salary and benefits are the most important factors when choosing companies. Furthermore, from our student interviews, we found that students are generally more interested in working in international companies or even working abroad, since they believed that the salary would be higher and the employee appreciation and work environment would be better. The company choices section of our survey suggested that the most popular companies in each of these industries were: McKinsey & Company in consulting, Gazprom in

oil/energy, Unilever in retail/product, Google in technology, Goldman Sachs in banking, and BMW in transportation.

To summarize, this project attempted to find the most important factors that university students in Moscow consider when making choices about their careers and employers. As part of our data analysis we tried to determine the best method for informing students of job opportunities. We have five suggestions based on our findings. First, since work environment is so important to university-age students, and current Deloitte employees have such positive feedback about the company's work environment, we recommend that Deloitte continues to emphasize their comfortable and supportive work environment to potential employees. Second, Deloitte should also make sure to emphasize the advancement opportunities that are offered in order to attract more students interested in consulting. Third, Deloitte may be able to draw in more applicants by showing potential employees the prestige and reputation that comes with working at Deloitte. In addition, Deloitte can emphasize travel opportunities that they provide to employees, such as offering attendance at business conferences in other countries. Finally, Deloitte should make sure that their web-based recruiting is very strong, since this is how most students find out about jobs. They may be able to conduct research on how a company's online presence affects students' career decisions. With this knowledge, Deloitte may be able to improve some of its practices to become a more appealing employer to students graduating from top Moscow universities.

1. Introduction

Although effective recruitment is imperative to any company's continued success, obtaining skilled and committed employees can be a challenge for companies (Bersin, 2013). In Russia, while many qualified students graduate from prestigious Russian universities each year, competition in hiring these students is steep because the Russian population is aging and emigrating (Vishnevsky, 2009). Therefore, there are not enough qualified graduates to fill all positions. In order to improve recruitment of recent university graduates, some companies want to understand more clearly how students in Russia choose their careers and how they choose the companies they want to work for upon graduation.

In particular, the Deloitte Moscow office would like to know more about the factors that motivate students in making choices related to their careers. Deloitte would like to understand the process by which students decide what to study in university, and how they determine which industry and company they would like to work for when they graduate. Deloitte believes this will help them in their recruitment programs, but so far they have no way to know if this is true.

Research has shown that, in general, some students choose careers based on their interests, while others choose careers based on their skills and personality strengths (Saini, 2014). Motivations for career choices also vary greatly by gender; men are more likely to seek a high salary, while women are more likely to choose a career related to their interests (Dick & Rallis, 1991). Previous research informs us about the values that people around the world look for in a company. Hubschmid (2013) found that Russian students value training and

development opportunities, flexible hours, and cash bonuses more than they value a high salary when choosing an employer. According to research done by Worcester Polytechnic Institute students, recruiting at universities in Moscow seems to be one of the best ways to bring in applications for available jobs at companies like Deloitte (Foote et al., 2014). That same report also determined the best practices for recruiting new employees in Moscow and the factors that most often cause an employee to leave his/her company.

Despite the research that has been done on recruitment of students, none has been carried out to determine how students in Moscow's top universities make career decisions. Despite having knowledge of best recruiting practices, some companies still have a difficult time recruiting enough qualified employees. Consulting companies need more information about the factors that students studying business fields consider to be the most important when choosing the careers they want and the companies they want to work for. With more knowledge about Moscow students' motivations in their career choices, companies like Deloitte could more effectively recruit top talent.

The goal of this project was to determine what factors influence Moscow university students' motivations in choosing their career paths. In order to achieve this goal, we needed to identify how and why students choose their majors and companies. Our research provides information about the career and employment trends in Russia from the primary perspective of students studying business fields at some of the top Russian universities. To conduct this research, we used an online student survey, which was sent out to six Moscow universities. We also conducted in-person interviews with university students, Deloitte junior staff members, and university career center employees. Based on our research, we were able to determine

students' motivations for making career choices and provide recommendations for Deloitte Moscow. We believe the results of this project will help Deloitte Moscow, our project sponsor, in its recruiting efforts.

2. Background

One of the biggest decisions people make when entering adulthood is what career path to pursue. Choosing a career path is important but difficult, and there are many options to choose from. This background chapter explores previous research on how people in general, and in Russia more specifically, choose career paths.

2.1. General Career Trends

Since there are so many options when making career decisions, many factors can influence a person's choices. Gaurav Saini (2014) explains that choosing a career is a deliberate decision that can be made easier with planning and exploring options. Although many people agree that choosing a career is a deliberate decision, others argue that people will "simply follow a path of least resistance" (Stanford University News Service, 1991, para. 15). Regardless of whether people choose a career or fall into it, the effects of people's decisions are reflected in the current job market trends.

2.1.1. Career Choices

As Ray Bradbury said in 2009, "Do what you love and love what you do" (Rogers, 2012, p. 26). People want to be happy, so it makes sense to try to be happy at work, especially since people spend so much time at work. According to the Bureau of Labor Statistics (2014), American adults ages 24-54 with children spend, on average, 8.7 hours a day at work or doing work-related activities.

Although hobbies and interests have the potential to grow into successful careers (Smith, 2013), playing to one's strengths is generally much more effective. Personality and skills

assessments are becoming increasingly popular. Perhaps the most well-known personality assessment, the Myers Briggs Type Indicator (MBTI) (2015), asks participants questions about how introverted/extroverted they are, how they take in information, how they make decisions, and how they prefer to complete tasks. The assessment is available in twenty-one languages and is administered to over 1.5 million individuals annually, including employees of most Fortune 500 companies (CPP, 2009). The MBTI, as well as other personality assessments, are useful tools for students to learn about themselves and help them decide which career path to pursue. Some employees at one of Deloitte's top competitors, EY, have determined their MBTI type and been trained on using the MBTI to better collaborate (OPP, 2015) According to OPP, the "MBTI process looks set to remain very much at the core of EY training for many years to come," (para. 12). Olga Beglova, Executive Director at EY and Tatiana Timoshina, Senior Manager at EY both express the growing need for soft skills, which can be learned in part through the MBTI.

According to social psychologist Dr. Heidi Grant Halvorson (2013), Associate Director of the Motivation Science Center and Columbia Business School, career choices may be guided by one's motivation types. In her article *The Key to Choosing a Successful Career*, Halvorson explains that people are generally prevention or promotion focused. Those who are prevention-focused mostly want to avoid losing what they already have. They are doers. They excel at planning, analysis, and accuracy. On the other hand, promotion-focused people are dreamers and usually think of what could be. They excel at creativity, taking risks, and working quickly. Prevention-focused people work best in careers that have stability and security, while

promotion-focused people work best in fast-growing careers. If people know their motivation type, they may be better able to choose a well-fitting career for themselves.

People can reach a decision on their career path either by pursuing interests or learning about careers that will best fit them. However, there are some distinct differences in motivations among students. For example, men and women have different motivations in their career choices. A study about American high school students' career choices has found that men are more motivated by money, while women are more motivated by genuine interest in a career (Dick & Rallis, 1991). The study found that engineering and science fields are much more popular among men, while other categories - business, medicine, law, education, and all others - are more popular among women.

2.1.2. Companies

Benjamin (2001) has shown that, in the United States, employees work for more than just a paycheck. They want to feel like they belong and can contribute and make a difference to the organization. Though these non-monetary factors are important, being paid well and receiving competitive benefits is also a major factor in deciding where to work. According to Benjamin, employees are becoming savvier, now looking at the complete package instead of just salary. An employee with a satisfactory benefits package who feels a sense of belonging and contribution is unlikely to leave the company for just a small salary increase offered by another employer.

One of the best benefits a company can offer to build employee loyalty is a retirement savings plan (Benjamin, 2001). In 2001, only thirty-five percent of companies in the United States with fewer than 500 employees offered such a plan, and the U.S. Department of

Commerce reported that more than ninety percent of companies had fewer than 500 employees. Employees with access to a retirement savings plan through their workplace are less likely to leave the company, as the plan allows employees to put pre-tax income into their savings, and many employers offer a match (up to a certain percentage or dollar amount) of the money employees contribute.

Benjamin (2001) notes that benefits can include a variety of items, such as “dependent-care reimbursement, a 401(k) plan, long-term disability coverage, life insurance, vision care and Employee Assistance Programs” (para. 6). An Employee Assistance Program is a confidential counseling service. This program gives employees a person to talk to about any problems they face, from workplace stress to family problems. This program also benefits employers, giving employees a way to deal with problems before they affect their ability to contribute to the company and helping employees see that they are valued. “With human capital at a premium, a comprehensive benefits program is a valuable tool in recruiting and retaining talent” (para. 13).

Management’s Role

A common phrase related to retention is “people don’t leave companies, they leave managers” (Bersin, 2013, p. 11). This indicates that the people in management positions contribute a great deal to the attractiveness of a job throughout all levels of management. As Steve Olenski (2015) outlines in an article in Forbes magazine, management can help attract and retain employees by providing a comfortable work environment and culture, offering training, listening to employees, conducting quarterly reviews, and recognizing employee accomplishments.

Work Life Balance and Appreciation

Having a positive work-life balance is key to retaining employees. According to Western Australia's Department of Health (2006), "the benefit in creating a workplace that openly and honestly supports employees with family and personal responsibilities is an increased ability to attract and retain skilled employees" (p. 1).

Employees need to feel like they belong and are cared for in order to work as effectively as possible. Part of feeling cared for in the work environment includes employee appreciation. As Heathfield (2015) explains, someone who feels appreciated is potentially one of the best employees. When recognizing employee efforts, consistency, specificity, and timeliness are essential for effective employee recognition. Also, when employees get proper recognition, they are more likely to be happy staying with the company.

Advancement

The opportunity for advancement is one of the most important factors people will consider when making job decisions (Yabut, 2014). First of all, employees want advancement, which in some way recognizes the effort and contribution they make.

Advancement works the same as appreciation, which can inspire them and lead to a positive working attitude and thus higher productivity because whoever works hard will be rewarded with recognition and incentives (Chand, 2014). Therefore, more opportunities for advancement can attract more applicants to apply to the company and also attract them to stay for a longer period of time. In addition, a clearly defined career path or career development

plan is very important to employees (Palmer, 2012). According to a survey released by the Society for Human Resource Management (SHRM) and CareerJournal.com, although half of the employees said they cared about compensation the most, there were 32% who said they wanted to gain new experience and opportunities for career development. Therefore, when applying for jobs, the opportunity to advance is a significant factor for job-seekers.

Company Environment

Different employees have different perceptions about a suitable working environment (Olenski, 2015). Some people would like to focus only on work when they are in the office, while others like diversity and social interactions in their work environment. It is therefore an important challenge for companies to provide their employees with a work environment suitable for the majority of them. A positive work environment can lead to high productivity of employees while a negative work environment will make them more likely to switch companies.

2.1.3. Employment Trends

It is important to take into account the global trends when it comes to students' major and employer choices in order to spot the differences between these trends and those of Russian students. This comparison will help identify the main differences between these two groups and what Russian students' specific characteristics are.

The distribution of the majors of the 1,791,000 degrees granted in the United States in 2011–12 according to the U.S. Department of Education (2015) is:

1. Fields of business (367,000)

2. Social sciences and history (179,000)
3. Health professions and related programs (163,000)
4. Psychology (109,000)
5. Education (106,000)

Masters degrees:

1. Fields of business (192,000)
2. Education (178,000)

Doctoral degrees:

1. Health professions and related programs (62,100)
2. Legal professions and studies (46,800)
3. Education (10,000)
4. Engineering (8,700)
5. Biological and biomedical sciences (7,900)
6. Psychology (5,900)
7. Science technologies (5,400)

According to Cline (2010), the employers that hired the most new college graduates in the

United States in 2010 were:

1. Verizon Wireless (telecommunications): 10,500
2. Enterprise rent-a-car (automobile rental): 8,000
3. Hewlett Packard (office equipment): 5,067
4. Teach for America (education): 4,500
5. Peace Corps (non-profit): 4,140

6. Hertz (automobile rental): 3,500
7. Ernst & Young (consulting/audit): 1,977
8. KPMG (consulting/audit): 1,750
9. Target Corporation (general merchandiser): 1,700

2.2. Career Trends in Russia

While career trends are similar in many places, differences can be found in every country. It is very helpful to know the differences in the university system, social differences and popular companies in Russia because they all play a significant role in the country's current career trends.

2.2.1. Career Choices

Russia has a different education system and degree structures from most European countries and the United States. Gender difference also plays an important role in affecting students' career choices in Russia.

Russian Education System and Degree Structures

According to the Study Guide on Educations.com (2015), the university entrance requirements in Russia are similar to those in many other countries and are based on students' previous grades, experiences, leadership skills, entrance examination scores and interviews. But they also vary depending on the university and the faculty, which is defined as the "major" in many other countries.

The Russian education system has a similar structure to the European system, which is split into four major parts: primary, secondary, higher and postgraduate education

(Educations.com, 2015). Even though the names correspond to the same education types in other countries, there are some differences.

Secondary education means 8th to 12th grades in many countries; however, secondary education in Russia is completed in eleven years instead of twelve (Educations.com, 2015). Years one to nine are obligatory. After the 9th grade, there are several ways for students to pursue further education. For example, staying at secondary school for two more years can earn students a certificate of Basic General Education, which will qualify them for entry into higher education. Or alternatively, students can earn an associate degree at a tradesman school and directly go to work afterwards.

There are three basic kinds of higher education institutions in Russia: universities, academies and institutes (Educations.com, 2015). In the U.S., universities, colleges and institutes have a lot in common but are different in size and specialty subjects. In Russia, universities offer a wide spectrum of programs on all levels of education; academies provide higher education and conduct a large amount of research in specialized areas such as science and architecture. However, institutes offer professional education programs just like community colleges in the U.S.

Four to six years of higher education can lead to a Bachelor's degree (Educations.com, 2015). In Russia, a Master's degree program does not count as postgraduate education as is the case in other countries. Russian students usually complete both Bachelor's and Master's degrees before they go to work. The postgraduate education has two levels. The first level will result in a science degree called "Kandidatskaja" in Russian, which is equivalent to a Ph.D. or a

Sc.D in the United States. Additional research activity may lead to the next level Doctoral degree, which is typically required for professional advancement in academia in Russia.

Gender

According to this year's "The Path to Leadership" report prepared annually by Isabel Gorst (2015), two-fifths of senior management positions at Russian companies were filled by women, which is a larger proportion than any other country in the world. It is also said that Russian women generally do well in information technology (IT), retail, media, manufacturing, transport and communications. However, oil, gas, metals and politics are usually male dominated fields.

According to Tatiana Gvilava, the president of the "All Russian Organization for Women in Business", Russian women are performing well in business (Gorst, 2015). However, even though female participation in the workforce is higher than in many developed countries, the income gap in Russia is large. The statistics from the World Bank showed that, in general, women were paid 30% less than men in Russia.

Gender differences also affect Russian students' career choices (Gorst, 2015). Benchmark salaries are the same for both genders, but women will accept lower paying jobs since they care more about job security and work environment than salary.

Work Related Values of Russians

As would be expected, values and expectations regarding work vary among cultures, generations, and individual people. It is important to understand the work values of Russians in

relation to other countries in order to understand Russian students' career paths. Lewis (2005), a cross-cultural communications expert from Great Britain, assigns cultures to predefined cultural categories. These categories divide cultures based on their feelings toward business life and the reactions of employees to different cultural settings (Hubschmid, 2013). The categories separate cultures by their attitudes toward time, communication, and information gathering. The general attitude of a culture to each of these factors places them into one of three categories: linear-active, multi-active, or reactive cultures (Lewis, 2005). Cultures can also be assigned to more than one category. Lewis warns that to avoid stereotyping, the characterization of cultures into a category should be taken as a general way of finding differences among cultures, and users of the information should understand that there is a lot of individual variation within each culture. The assignment of cultures to categories was done after extensive observations and assessments.

According to Lewis' (2005) description of linear-active cultures, individuals do one task at a time, concentrating completely on that one task. They complete tasks within given schedules, and schedules and punctuality are of high importance. People in these cultures separate their social lives from their professional lives. They go about their business life in a non-emotional way, using logic to negotiate. People from linear-active cultures do not use body language to communicate their feelings as much as people in other cultural categories, and they are patient and respectful while others are speaking, waiting until the person has finished before offering their input. They rely on published information, which can come from statistics or databases.

The second of Lewis' (2005) cultural categories is the multi-active culture, in which people work on many tasks at once, not completing the tasks in a particular or planned order. Schedules and punctuality are not as important as they are in linear-active cultures. People in multi-active cultures tend to be extroverted. They are talkative and rely heavily on body language. Unlike the separation of social and professional lives seen in linear-active cultures, social and professional lives are closely tied in a multi-active culture. Rather than relying on published information to make decisions, multi-active cultures often use oral information. Lewis (2005) states that individuals in reactive cultures, a third category, are patient and listen to all positions before reacting or forming their own position on a subject. They are generally introverted and rely heavily on body language. They are known to observe and listen instead of talking first. People in reactive cultures expect people to have a high level of knowledge, and therefore do not give all relevant information, instead assuming that the people they are communicating with will know the information or will look it up for themselves.

Russia tends toward a multi-active culture, though many Russians also have characteristics of a linear-active culture (Hubschmid, 2013). By contrast, the cultures of countries such as Germany, the United Kingdom, and the United States are almost exclusively members of the linear-active group. The cultures of many Asian countries, such as Vietnam, Japan, China, and Korea fit neatly into the reactive cultural classification. Several countries are relatively evenly split between two categories. For example, Canada exhibits characteristics of the linear-active and reactive cultures approximately evenly. Similarly, Indian culture exhibits characteristics of both multi-active and reactive cultures, while Belgian and French cultures have characteristics that put them into both the multi-active and linear-active categories.

Having knowledge of different culture styles can be helpful for determining if work culture in international companies affects Russian students' career choices.

2.2.2. Companies

As in every country, Russian students consider salary, work environment, benefits, travel hours, etc. before choosing companies to work for. Students are often recruited at their universities (Foote et al., 2014). Salary is becoming the most important factor when choosing a specific company to work for. In addition, more and more students tend to work in consulting areas (HR-Portal, 2015).

How Students Find Out About Companies

Russian students are reported to prefer face-to-face recruitment strategies over web-based applications for their job searching (Foote et al., 2014). For most companies, recruiting at universities seems to be one of the most important strategies for bringing in job applications. Therefore, involvement on campus can help companies in Russia recruit more graduates. According to Foote et al., the Big Four professional service firms in Russia have a very high presence on campuses, including doing company case study presentations and giving lectures. Through teaching courses and holding career and resume workshops, companies can have a strong presence on campus and build up a good reputation.

Salary and Company Preferences

According to a recent salary report, Russian people still consider salary as the most important factor when choosing a job (HR-Portal, 2015). Compared with the year 2014, in 2015

salary was more important than job outlook for those making a job choice, as was whether it was an interesting job.

According to an article in HR-Portal (2015), there is a new study about the changed career preferences of Russian students. It reports that the dream job of most Russian students is in consulting firms, banks, and investment companies, while oil and gas companies are becoming less popular. A study of the labor market conducted by the Community HR managers revealed the career preferences of young professionals and gathered information about their interests, salary expectations and work environment preferences in companies. The results of this study showed that graduates with high potential would like to work for international consulting companies, which was different from the previous aspirations they used to have of working for domestic oil and gas companies.

2.3. Deloitte

There are 1,600 employees in Deloitte's Moscow office. Deloitte hires approximately 200 new employees every year. According to Ekaterina Lebedeva and Daria Golubkova, Senior Resourcing Specialists in the Talent Department at Deloitte Moscow, the recruitment process at Deloitte is very similar to the process used by other companies (personal communication, October 8, 2015). The first step is resume and cover letter screening. After candidates pass this stage, they need to pass some tests, depending on the job position they have applied for. If a candidate passes this step, he/she is interviewed by Human Resources staff. If they pass the Human Resources interview, candidates move to the final stage of the process, an interview

with a manager. The process is stopped for any candidate whom Deloitte no longer considers to be motivated or qualified.

Deloitte usually hires students from business, economics, finance and accounting majors (Golubkova & Lebedeva, personal communication, October 8, 2015). They are also increasing their focus on hiring technical specialists, and mathematics and natural science majors. Hiring employees with a variety of backgrounds, including technical fields, allows Deloitte to provide better services to the companies it works for. For example, an employee with a background in chemistry could help Deloitte to provide better consulting services to companies in the chemical production and development industries. An employee who studied chemistry may have a better understanding of the unique needs of a chemical company. Deloitte hires approximately 70% economics and finance students and 30% students with other majors, such as technical fields and the natural sciences.

Deloitte holds several events on university campuses each year in order to recruit qualified applicants (Golubkova & Lebedeva, personal communication, October 8, 2015). They also hold lectures at universities to introduce students to Deloitte and their opportunities for employment there. In addition, Deloitte advertises its vacancies on the Internet and posts vacancies and events for students in the university career centers. Deloitte thinks that most students learn about job opportunities at the company through online resources (Deloitte's website, Headhunter, etc.), their universities' career centers, and at career fairs.

According to our sponsors, Deloitte employees can move from an entrance level to a management position in approximately five years (Golubkova & Lebedeva, personal

communication, October 8, 2015). The time it takes to move up within the company is dependent on the employee's ACCA exam scores and performance within the company. In order to become a manager, employees have to pass forty levels of accounting exams. However, if they fail to pass one of the exams after three attempts, Deloitte decides whether or not they want to continue employing the individual.

Furthermore, Deloitte has a reference program, which was launched two years ago (Golubkova & Lebedeva, personal communication, October 8, 2015). Current employees can refer new employees to the company, and receive a bonus if the referred person is hired. References from employees are considered for a wide range of positions, from entry-level to management-level. According to Deloitte, 15-20% of their new hires are obtained from references given by current employees. People recruited in this way are considered to be part of the Extended Internal Labor Market (EILM), discussed in detail in Appendix B.

More information about Deloitte can be found in Appendix A.

2.4. Summary

In this chapter we have reviewed several career trends, both worldwide and in Russia. We have presented information on the processes commonly used by people when choosing their career and the company they would like to work for, as well as information about Deloitte's recruitment process. We discussed the factors that are considered to be the most important in making career and company choices - salary, work environment, and company reputation, and how males and females make career choices differently. We learned that while males generally value high salaries, females value a comfortable, welcoming work environment.

In the next chapter we explain how we went about determining how Russian university students make their career decisions, what motivates them and what kinds of jobs they are looking for.

3. Methodology

The goal of this project was to determine the main factors that influence university students in Moscow when choosing a career path.

Our measurable objectives were to determine:

- How Russian students decide their career path.
- Trends related to students' majors and career choices.
- How Russian students decide what company they want to work for.
- Trends related to students' choices of companies.

The methods described in this chapter were designed to help us achieve these objectives.

3.1. Determine Trends in Students' Career and Company Choices

In order to collect the basic information that would allow us to conduct our data analysis and draw conclusions related to students' career choices, we designed a 30-question survey using Google Forms. The best method for gathering students' opinions was to conduct an online survey because we could achieve wider coverage, reaching out to several thousand students at six universities.

We used Google Forms instead of other online survey tools because it allowed us to easily create a Russian version of our survey questionnaire and create conditional questions. For example, if a student answered "yes" to one of the questions, they were led to a different page than the students who answered "no." We were easily able to analyze the results because

Google Forms allows responses to be automatically saved into a spreadsheet and later exported into Microsoft Excel, a powerful spreadsheet program. Google Forms also makes it easy to share and collaborate with other team members online. However, there were some disadvantages to using Google Forms. The largest disadvantage is that, unlike other online survey tools, respondents could not rank answers from a list. A ranking feature would have been helpful when determining students' company preferences.

The survey's goal was to determine the main factors that can influence Russian students in their selection of their college majors, future employers, and careers. With the help of our Russian teammates, we wrote a Russian version of the survey so that we could get more accurate responses from Russian students. We first conducted a trial survey, which was distributed to a few friends of our teammates and to Russian students who were taking part in a focus group held by another WPI project team. We received 19 responses to the trial survey. This test run helped us adjust a few details that helped improve the clarity of our questions. A copy of the trial survey can be found in Appendix C.

After revising the survey based on the results of the test run, we sent survey links to thousands of students attending six universities in Moscow. Deloitte provided us with a list of universities that they have contacts with and recruit from each year. These universities include: The Financial University under the Government of the Russian Federation (FU), Moscow State University (MSU), New Economic School (NES), Higher School of Economics (HSE), Bauman State University, and the Russian Presidential Academy of National Economy and Public Administration (RANEPA).

We, with the assistance of our sponsor and Russian student partner, contacted the career centers from these six universities and asked them to send out the survey link to as many students as possible. At Moscow State University, the survey link was only sent to those with majors related to Deloitte's services, such as business, economics, and finance. We also distributed slips of paper to passersby when we visited Moscow State University, RANEPA, and Financial University in order to increase the number of responses. Thirty slips were distributed at Moscow State University, 119 at RANEPA, and 46 at Financial University. Distribution of the survey link on slips of paper was not feasible at the other universities. In order to provide an incentive for Russian students to answer our survey, we offered a Starbucks gift card to a randomly selected respondent. Students who wished to enter the gift card raffle used a separate survey link to enter their contact information, allowing them to remain anonymous.

We are unsure of exactly how many students received our survey link, but we estimate that the survey reached at least 9,800 students based on estimates by the university career center staff. Although we cannot give a response rate for our survey, we believe the results are still valid because we got over five hundred responses from various universities. The responses represent a variety of majors, ages, class years, career and education goals, and previous work experience, further validating the results.

3.2. Determine How Students Make Career and Company Choices

In order to gather more detailed information from a limited number of people to supplement the survey data, we conducted interviews. This allowed us to ask open-ended questions and collect qualitative data, which was valuable to our understanding of students' career choices. We interviewed twenty-six students, ten Deloitte junior staff members, and four

university career center staff members. Copies of all interview protocols can be found in Appendix D.

3.2.1. Student Interviews

During the same time period of our online survey, our group also interviewed twenty-six undergraduate students at three universities. More in-depth questions were asked to gain a better understanding of the thoughts of university students in Moscow when choosing a career. The questions also helped us understand the results of our survey. A copy of the student interview protocol can be found in Appendix D.

To get a sample of students to interview, our group visited busy spots at Moscow State University and HSE and used a convenience sampling approach. There, we spoke to students as they passed by and asked if they would be willing to participate in a ten-minute interview. When we visited RANEPA, the career center representative gathered a group of students for us to briefly interview in a classroom. The other universities in our study were unable to arrange student interviews. Whenever possible, our Russian student partner attended the interviews with us. While we conducted most interviews in English, our partner spoke to students in Russian and translated their responses for us, helping to keep the sample from being only English speaking students. Students who participated in our interviews were entered into the same Starbucks gift card drawing, as an incentive to get more students to participate in an interview.

During our time in Moscow, two interviews were conducted at the Higher School of Economics, fourteen at The Russian Presidential Academy of National Economy and Public Administration (RANEPA), and ten at Moscow State University.

3.2.2. Deloitte Junior Staff Interviews

With the help of our sponsors, we got a list of Deloitte junior staff members that were willing to be interviewed. We proposed a time and place to interviewees, and we typically met at the Deloitte office. We tried to have two of our team members present for each interview, one for asking interview questions, the other for recording audio and/or taking notes. We interviewed ten junior staff members.

The first section of our interview included warm-up questions asking university majors, industry experiences, positions and departments, and duration of employment at Deloitte. Then, we asked questions that were similar to the student survey questions, except that we also asked for their reasons for choosing to work for Deloitte, the advancement opportunities available, and the work environment at Deloitte. Even though our main focus is on students, experiences and opinions from Deloitte junior staff members gave us insight about how employees in consulting companies make career choices. A copy of the Deloitte junior staff interview protocol can be found in Appendix D.

3.2.3. Career Center Interviews

To gather information about career center usage, we visited the career centers at as many universities as were available: Moscow State University, RANEPA, Bauman State University, and HSE. We conducted thirty-minute interviews with career center representatives, and we audio recorded all interviews, with the permission of the interviewees. We got the list of career center representatives from Deloitte, who also helped us reach out to each representative. Two team members attended each interview. If we were unable to record audio, we brought an extra team member to take notes about the conversation. If the career

center representative was not proficient with English, we arranged to bring our Russian student partner with us to help us translate.

During the career center interviews, we asked questions about career center usage, including how many students visit per year, and what type of services are offered. We also asked about how companies use the career center to post jobs and market themselves to students. A copy of the career center interview protocol can be found in Appendix D.

3.3. Summary

In this chapter, we have discussed how we would achieve the main goal of this project, which was to determine Moscow university students' motivations in making career choices. Our methods included distributing an online survey to students, interviewing university students, interviewing Deloitte junior staff members, and interviewing career center representatives. After getting information from these approaches, we were able to analyze the responses, which showed students' career trends. The results of these methods will be discussed in the next chapter.

4. Results and Analysis

This chapter explores the motivations of Russian students in business related fields of study when it comes to career decisions. This knowledge will allow Deloitte, our sponsor, to become a more attractive employer for college graduates and therefore have a larger pool of qualified applicants. Please refer to Appendices E and F for survey results and interview summaries, respectively.

4.1. Demographics

As stated in Chapter 3, our methodology included four types of data collection: a student survey, student interviews, career center interviews, and interviews with Deloitte junior staff members. After keeping the student survey open for seventeen days, we received 524 responses. However, we discarded four responses because they were either incomplete or the participant did not answer the questions seriously. This gave us 520 valid responses. Twenty-six students from several universities were interviewed, as well as four career center representatives. In addition, we interviewed ten Deloitte junior staff members.

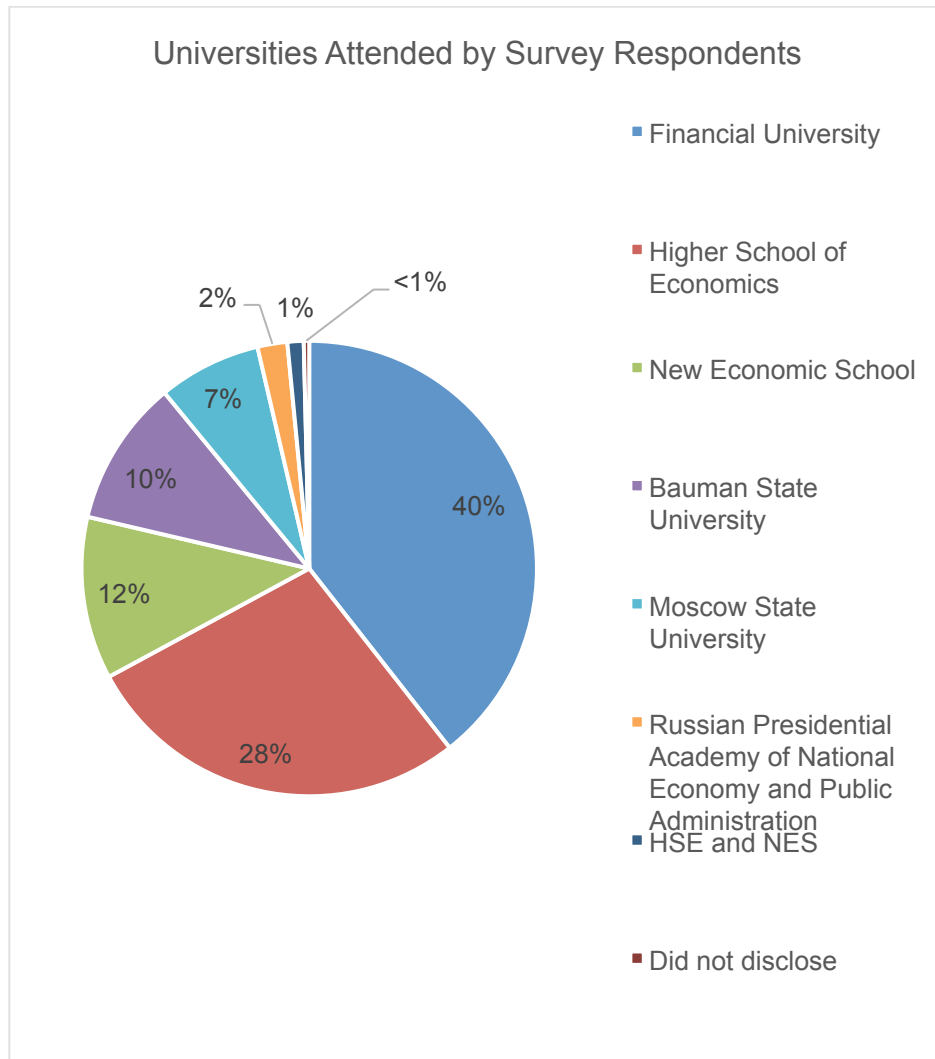


Figure 1. Distribution of Universities Attended by Survey Respondents

The distribution of the survey responses from all universities are as follows: 40% from Financial University under the Government of the Russian Federation, 28% from Higher School of Economics, 12% from New Economic School, 10% from Bauman State University, 7% from Moscow State University, 2% from Russian Presidential Academy of National Economy and Public Administration (RANEPA), and 1% attended Higher School of Economics and New

Economic School in a dual-enrollment program. In addition, 0.4% of respondents did not answer the question. These data are shown in Figure 1.

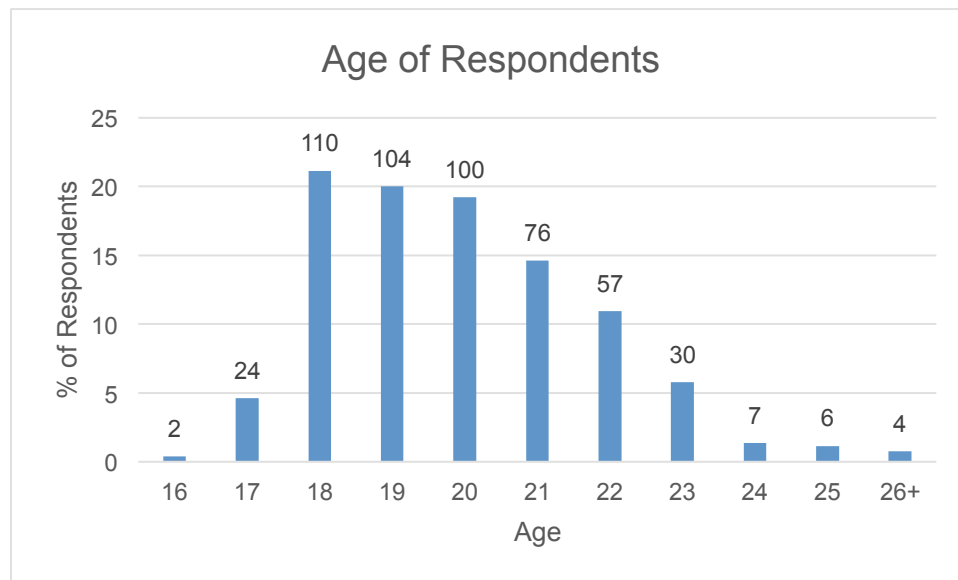


Figure 2. Age Distribution of Survey Respondents

As is shown in Figure 2, the ages of survey respondents had a skewed distribution, with a median age of 20.0, a mean age of 20.0, and a mode of 18. Most students enter university between the ages of 17 and 18 and remain enrolled for four years, so it is reasonable that most of the survey respondents aged between 18 and 22. In addition, several students outside this age range answered the survey.

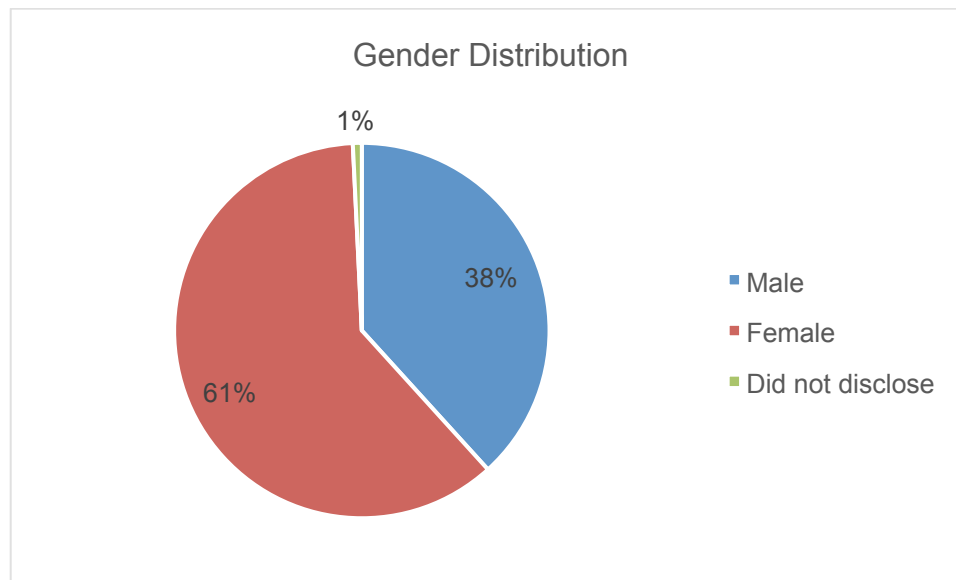


Figure 3. Gender Distribution of Survey Respondents

As shown in Figure 3, there was some imbalance in the number of males and females answering the survey, with 61% females and 38% males. In addition, 1% of students chose not to disclose their gender. While there are many possible reasons for the imbalance in number of responses by gender, we think there are two reasons that most likely explain this imbalance. First, our survey prize was a Starbucks gift card. After noticing the imbalance in responses from each gender early in the survey (after about thirty responses had been submitted), we talked to our student partner and others we knew in Russia and learned that females tend to frequent Starbucks, while males do not go as often. To help remedy this potential cause for bias in responses, we added an option of a second prize, an iTunes gift card, which would appeal to both males and females. However, the situation remained and became even more pronounced as time went on. This led us to our second hypothesis about the inequality of gender representation in our survey. It seems that Russian females tend to be more open about their

career thoughts and they are more willing to help with others' research in general. This hypothesis was supported when we interviewed students at several universities. When asking students to conduct an interview with us, males declined more often. When they did accept our request for an interview, they were more likely to give short answers about their career choices while females tended to explain why they had chosen their career path and their goals for the future in more detail. While we do not know if this is truly the reason for the inequality in gender representation in our survey, it seems quite possible.

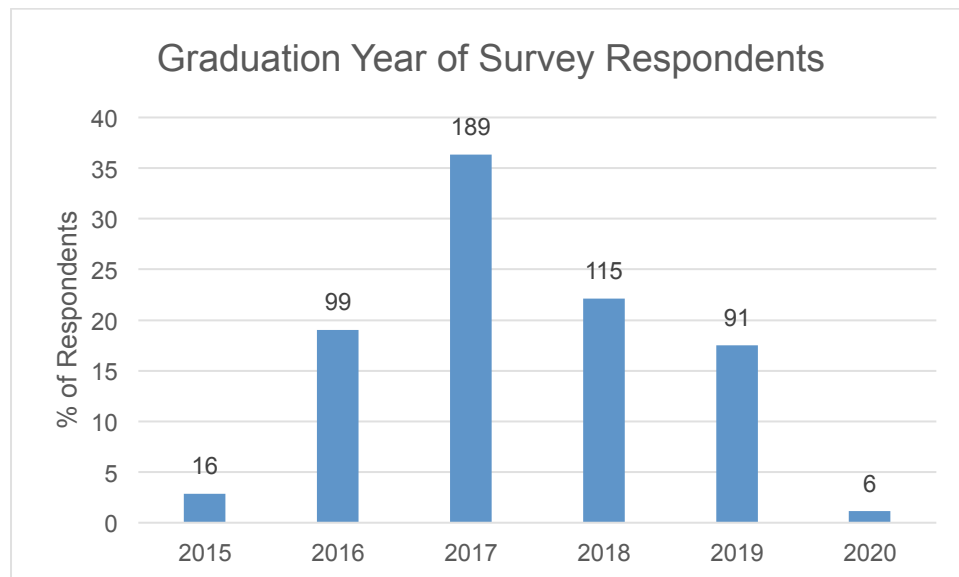


Figure 4. Graduation Year Distribution of Survey Respondents

The largest graduation year sector in the survey was third-year students, comprising 36.3% of the survey population. Students who will graduate in 2017 have generally begun thinking about the careers they want. In addition, by their third year many students have had an internship or are deciding where they would like to have an internship. This provided useful

information for us, as a student's choices in their internship company may help them determine the values they will consider when choosing a company to work for upon graduation. Data for all class years is shown in Figure 4.

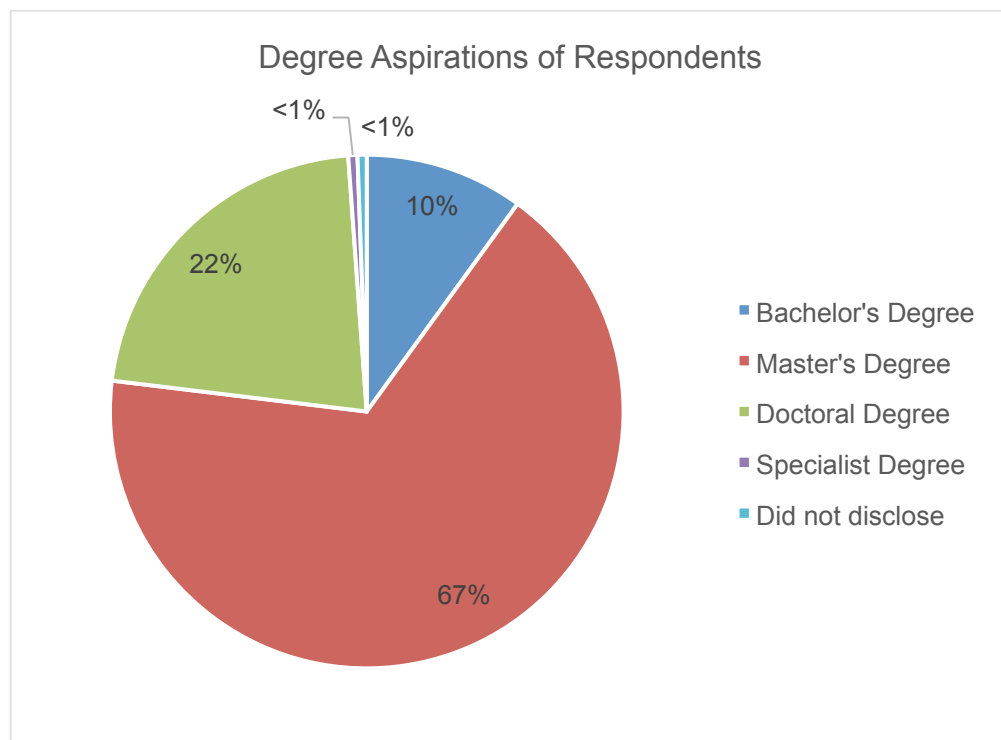


Figure 5. Students' Desired Highest Degree

Of all survey respondents, 10% plan to earn a Bachelor's Degree, 67% of students plan to earn a Master's Degree, 22% a Doctoral Degree, and 1% a Specialist degree. The results suggest that the vast majority of students plan to earn a graduate degree, which will give them advantages in finding jobs, according to our student partner. In addition, these results show that graduate education is highly valued in Russia. A limitation of the data is that we do not know if students plan to earn their graduate degree immediately after finishing their

undergraduate degree, or if they plan to join the workforce and return to university at a later date. Data is shown in Figure 5.

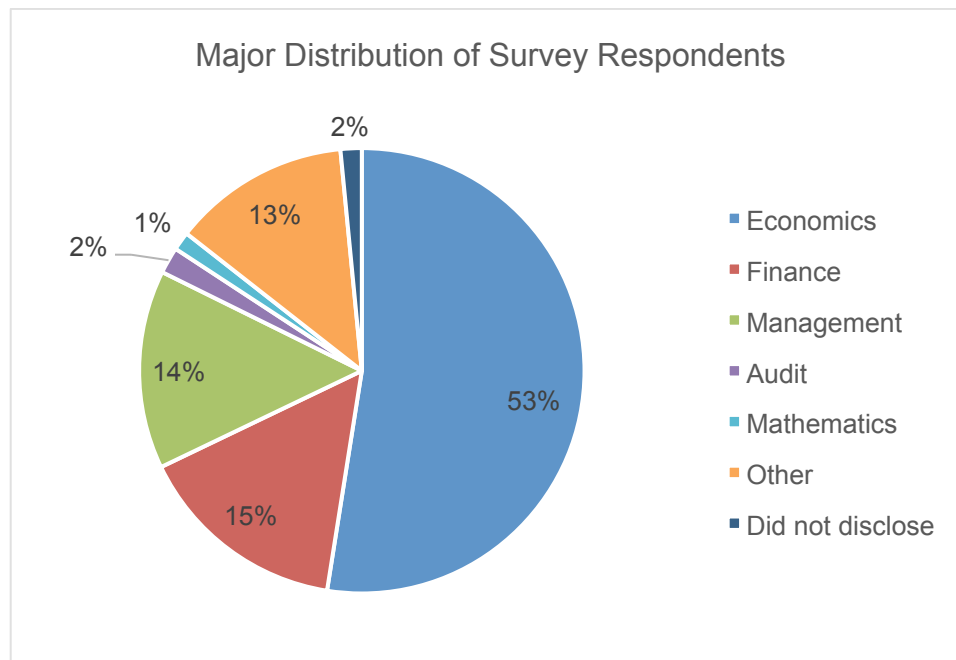


Figure 6. University Major Distribution

From all the responses we received, 53% of students were studying economics, 15% finance, 14% management, 13% others, 2% audit, 1% mathematics (see Figure 6). Among the 13% studying majors not listed, engineering, law, politics, and social sciences were the most popular choices, comprising 51% of the “other” category. Since our sponsor, Deloitte, is mainly recruiting students from economics related majors, respondents from economics, finance, management, and audit provided us with the most valuable information.

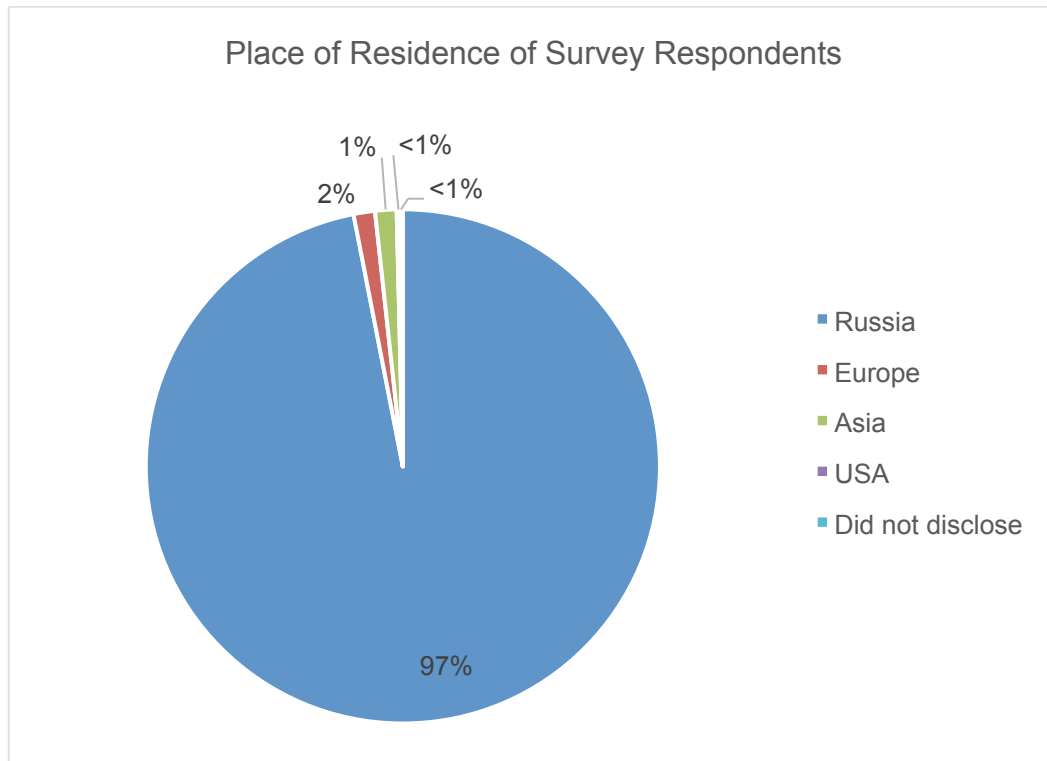


Figure 7. Home Residence of Survey Respondents

Almost all survey respondents resided in Russia (97%), 2% in Europe and 1% in Asia. Additionally, one respondent was from the United States and one chose not to disclose place of residence. The distribution is shown in Figure 7.

4.2. Career Choices

One of the objectives of our project was to determine the main factors that students consider when making career choices. The results of our research on this topic can be found in this section.

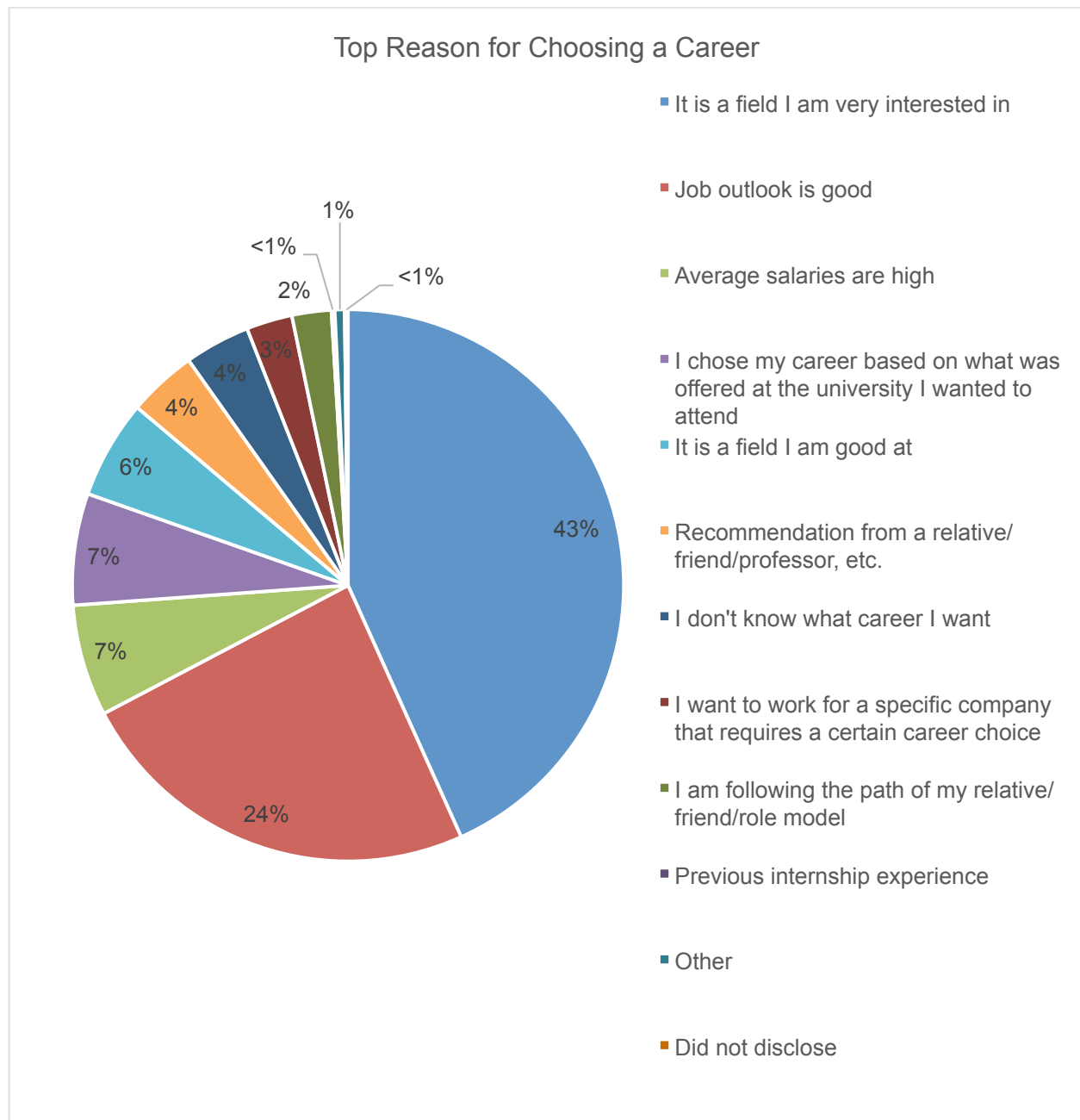


Figure 8. Top Reason for Choosing a Career

The majority of students think that personal interest in the work and job outlook are the most important factors when it comes to choosing a career, 43% and 24%, respectively (see Figure 8). In addition, 7% chose their career based on what was offered at the university they wanted to attend, 7% chose based on high salary prospects, 6% chose a career based on what

they were good at, 4% chose their career based on recommendation from a relative, friend, or professor, 3% chose their career based on the company they knew they wanted to work for, 2% followed the career path of a relative, friend, or role model, and 1% chose their career for another reason. Four percent of respondents did not know what career they wanted.

The high percentages of survey respondents who chose their career due to their interest in the field and the job outlook are similar to the results found in student interviews. Almost all students interviewed stated that they chose their career because they liked it, thought it would be interesting, or knew that it was a lucrative field to get into (both because it was growing and because salaries were high).

Only one respondent cited a previous internship experience as the reason for his or her career choice. This was unsurprising, as we have learned that students must make career choices early on in the university process and would have a very difficult time changing their course of study later on in their university career. Few students have internships before their junior year of university, making it unlikely that an internship experience would have a profound impact on how students choose their careers. In addition, we learned that Russian students may complete two different types of internships. The first type of internship is short-term, and may only last 1-4 weeks. These internships are often part of a graduation requirement and may not be directly related to the industry that the student wants to enter. The other type of internship is long-term, where students may work at a company for 3-6 months. In this type of internship, students can gain more real-world and hands-on experience. Long-term internships may have a more significant effect on students' career choices. Since we don't know if survey respondents completed a short-term or a long-term internship, we cannot

draw useful conclusions about how useful those internships were in shaping students' career choices.

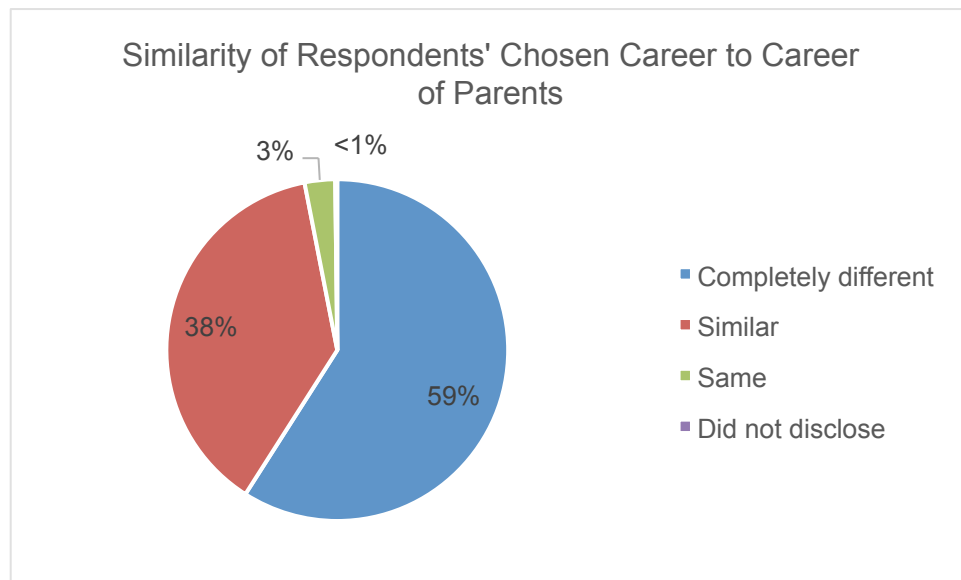


Figure 9. Similarity of Students' Chosen Careers to Their Parents'

We found that 59% of students think they are pursuing a totally different career path from their parents' career paths (see Figure 9). Thirty-eight percent think they have a similar career path as their parents and only 3% think they have the same career path as their parents. We think parents' career paths may have some impact on their children's career paths, however, they are not likely to be exactly the same.

4.3. Company Choices

To determine how students choose which companies they would like to work for, we asked several questions about students' internships, career center usage, preferred industry, and why they would choose to work for one company over another if they received two job

offers. We also asked which industry a student would most like to work in. After students indicated which industry they wanted to work in, another question was asked. This question listed several companies within the industry, from which students could select as many companies as they were interested in working for (see Figure 33 for results). The list of companies that were offered as options for each industry was provided by Deloitte. The companies given as options were the fifty most attractive employers in Russia, according to Universum's Student Survey (2015). The factors that students determined were important when making their company choices, as well as the one factor that they considered to be most important, can be seen in Figures 17 and 18. Overall, students felt that their ability to advance, earn a desirable salary and have good benefits, as well as a company's reputation were the most important factors for them.

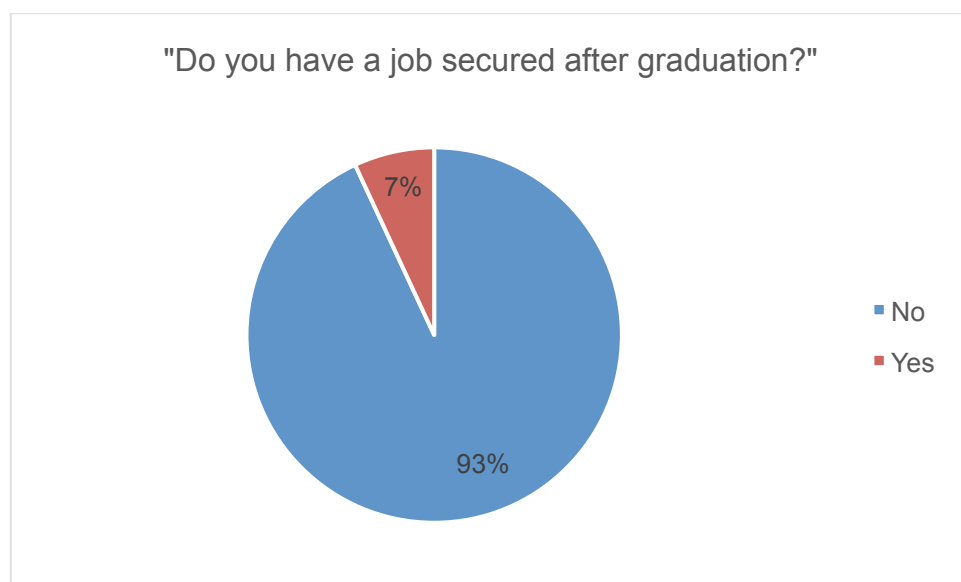


Figure 10. Job Secured Percentage

Only 7% of students have a job secured for after graduation (see Figure 10). This data was as we expected it to be. Considering that only 21% of respondents will be graduating in 2015 or 2016, it was unlikely that many students would have jobs lined up already. The companies they are going to work for include KPMG, Sberbank, the Russian government, IBM, FTS, PwC, Thomson Reuters, TMF-Group, JSC “Clean Water”, VIP International, RSC “Energia”, MO, and businesses owned by their families.

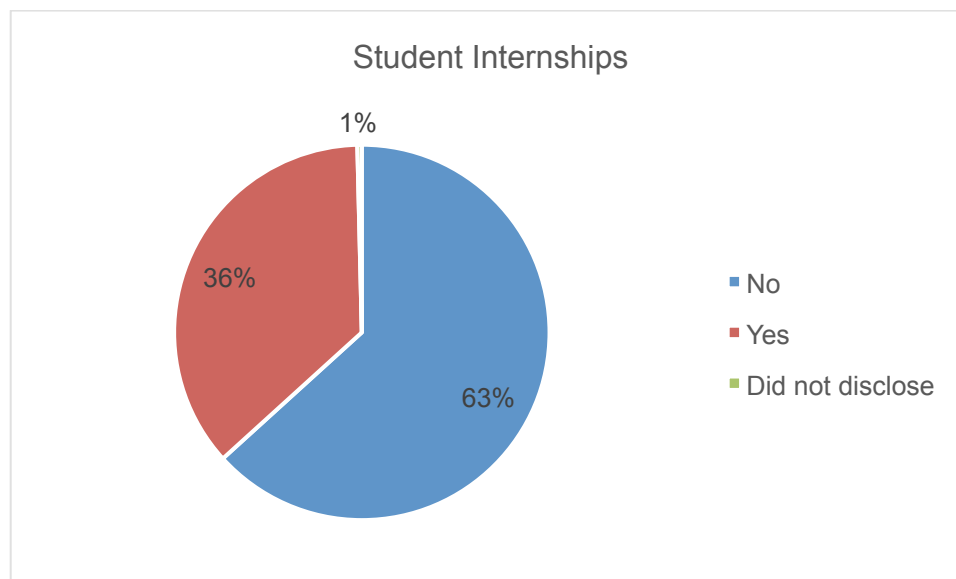


Figure 11. Student Internships Percentage

From Figure 11, we can see that only 36% of students have had an internship. Internship information is very important for us to analyze students' career paths. The following two questions about whether students will work at the same industry or company give us more insights about how internship experiences affect students' future careers.

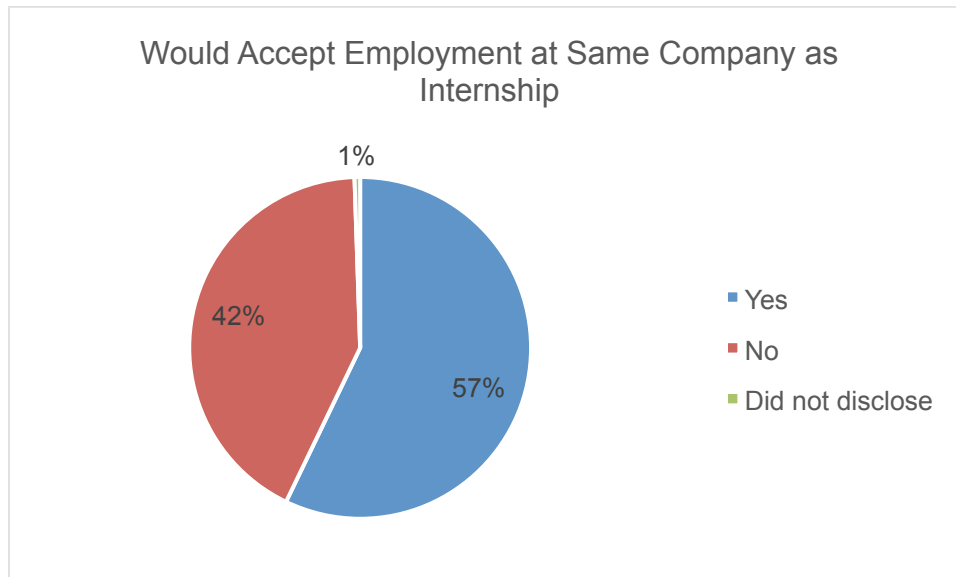


Figure 12. Students Who Would Accept Employment at the Same Company as Internship

As shown in Figure 12, more than half (57%) of students would accept employment at the same company as their internship. This means that internships give students a good work experience and allow them to assess whether the company is suitable for them or not. As many people say, an internship is a very long interview, both for the student and for the company. The student gets to learn about the inner workings of the company, the management style, the company atmosphere, and their potential future co-workers. At the same time, the company can see the student's work ethic, intelligence, personality, and ability to do the job, in much more detail and with tangible evidence than what would be possible to learn from a job interview. Both parties can use the internship experience to decide if they would like to work together again. It is important to note that an internship can also be a great way for a student to explore a new career path or industry. Although a student might report that they would not

like to return to a company for full-time employment, it does not mean that they did not like the experience they had at the company. They may have enjoyed many aspects of working at the company, but found that they would prefer to work in a different location or for a company that specializes in a different area. As mentioned before, there are two different types of internships, and we therefore cannot draw any significant conclusions based on this data.

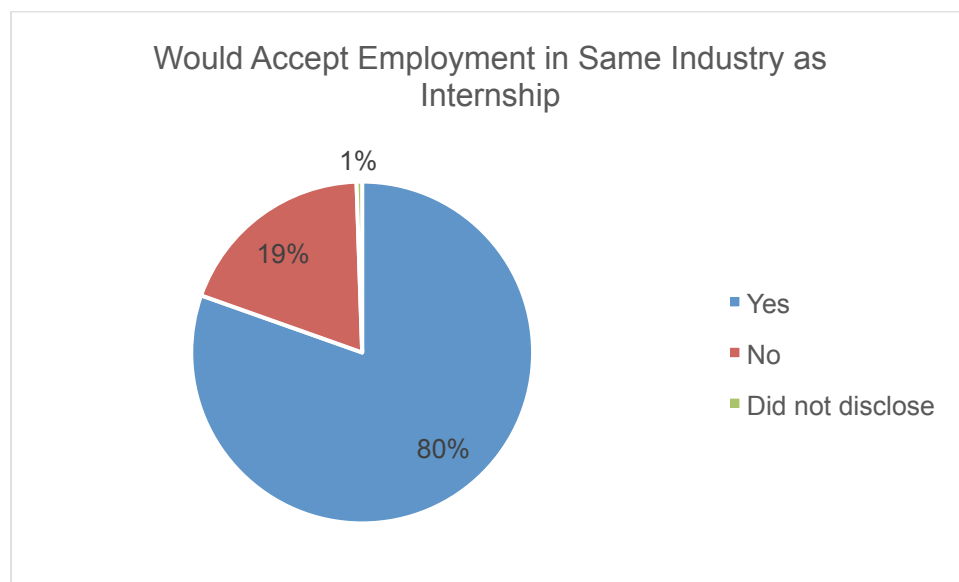


Figure 13. Students Who Would Accept Employment in the Same Industry as Internship

According to Figure 13, the majority of students (80%) would work in the same industry as their internship. This makes sense because many students try to have internships related to their majors, and their future careers should also be related to their majors. For those 19% of students who do not want to work in the same industry, there are two possible reasons. First, the internship may have had nothing to do with the student's major. Second, after completing a major-related internship, students might realize they do not like to work in this area. As stated

earlier, this is one of the major benefits of internships. Internships provide students an opportunity to change their minds about their career and company choices before they become a full-time employee. Companies will experience a lower employee turnover rate and have more satisfied employees if they hire graduating students who want to return to the company after an internship.

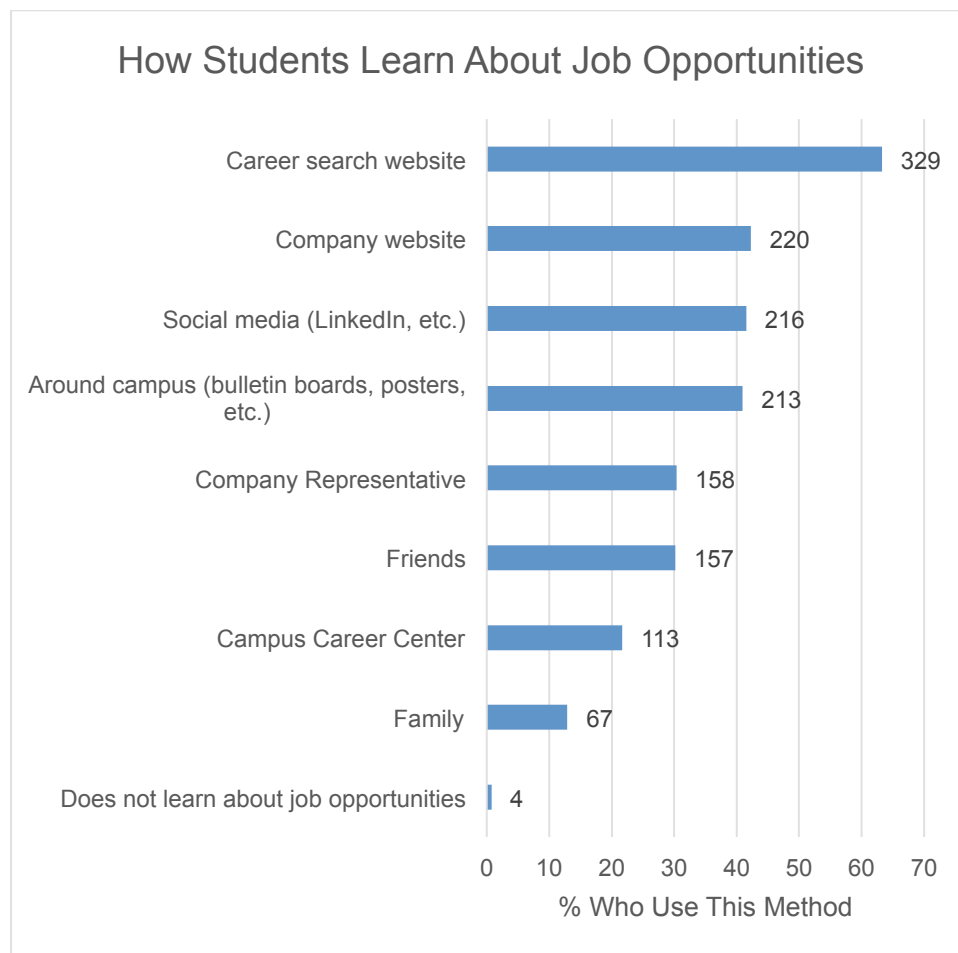


Figure 14. How Students Learn About Job Opportunities

Most students (63%) learned about job opportunities on a career search website, at least in part (see Figure 14). Nearly equal numbers of people found out about job positions

around campus (41%), on company websites (42%), and by social media (42%). Only 13% of students learned about job opportunities through their families. Since the previous information (see Figure 9) had shown that students most often pursue completely different careers from their parents, the low percentage of students who find out about job opportunities from their family may indicate that families are not able to provide information or connections related to student's industry and career preferences.

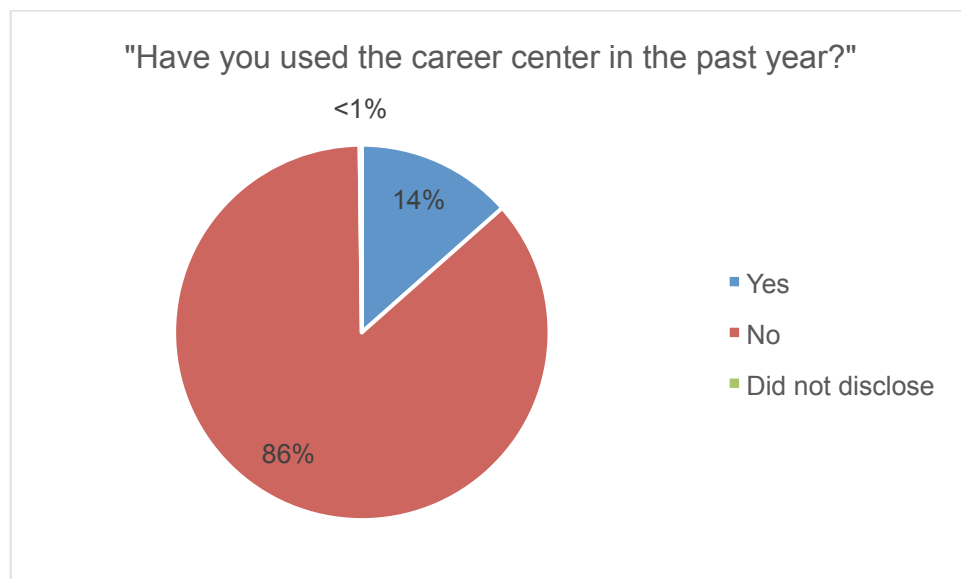


Figure 15. Portion of Students Who Have Used the Career Center in the Past Year

As shown in Figure 15, few students use the career centers at their universities. Only 14% of students had used the career center in the past year. One student chose not to answer this question.

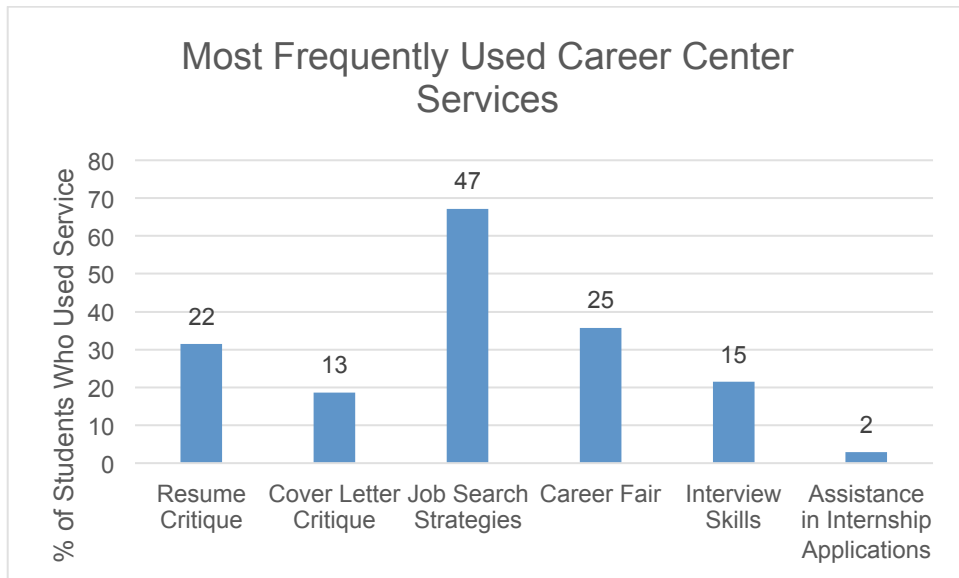


Figure 16. Career Center Services Most Often Used by Students

While few students utilize the services offered by their university career centers, it appears that students who do use the career center find value in it. These students often use multiple services offered by the career center. Most students use the career center to learn about job search strategies (see Figure 16), with 67% of all students who used the career center at their university taking advantage of this service. It is unknown, from a student's perspective, whether the job search strategies taught or used by the career center are useful in finding a position.

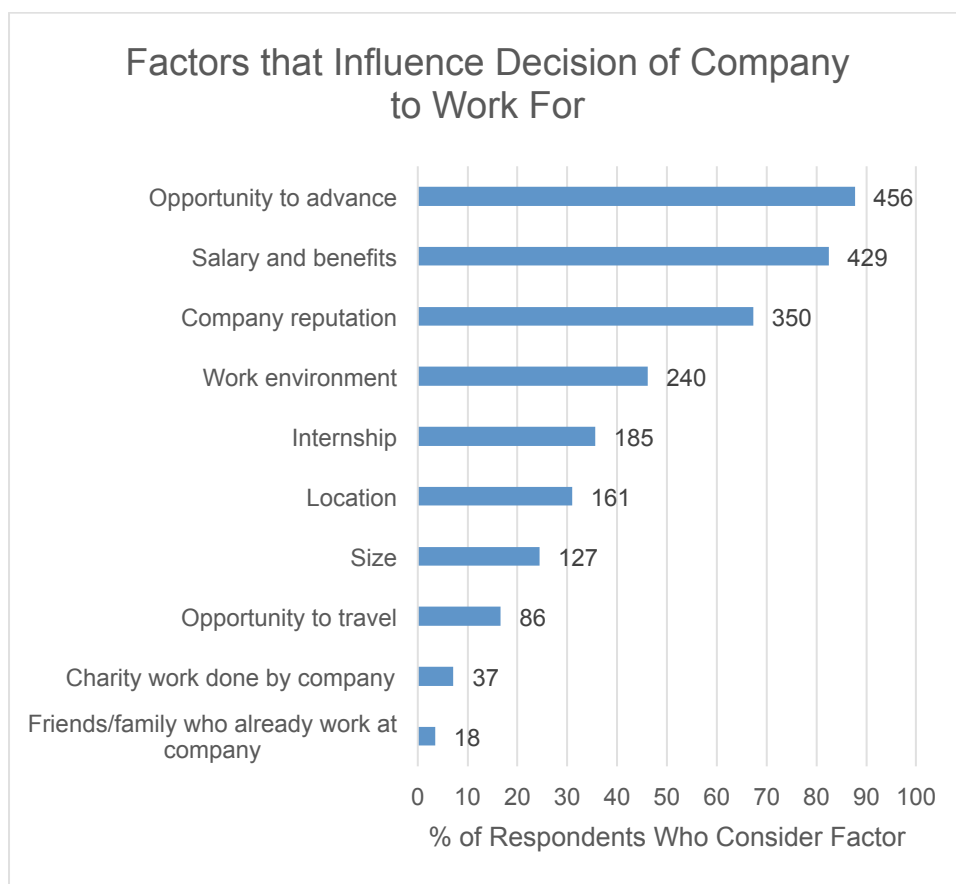


Figure 17. Distribution of the Factors That Influence a Student's Decision When Choosing a Company to Work For

On the student survey, a question was asked to learn how students would decide which company to work for, given two appealing job offers. Students were allowed to check as many options as applied to them. As shown in Figure 17, most students (88%) consider the opportunity for advancement within the company to be very important. The next most important factors are salary and benefits (83%), company reputation (67%), and work environment (46%). The factors that were least important to students were people they knew who were employed by the company (4%) and charity work performed by the company (7%).

These findings were expected. When a student is just beginning his or her career, it makes sense that advancement opportunities, salary and benefits, and company reputation weigh heavily in the decision to work at a company. A student who has just graduated from university is looking to move up the ranks quickly, hoping to advance to better positions either within the company or at a better company. Advancement was found to be important in our student and junior staff interviews. Students look for good salary and benefits because they want to achieve financial independence.

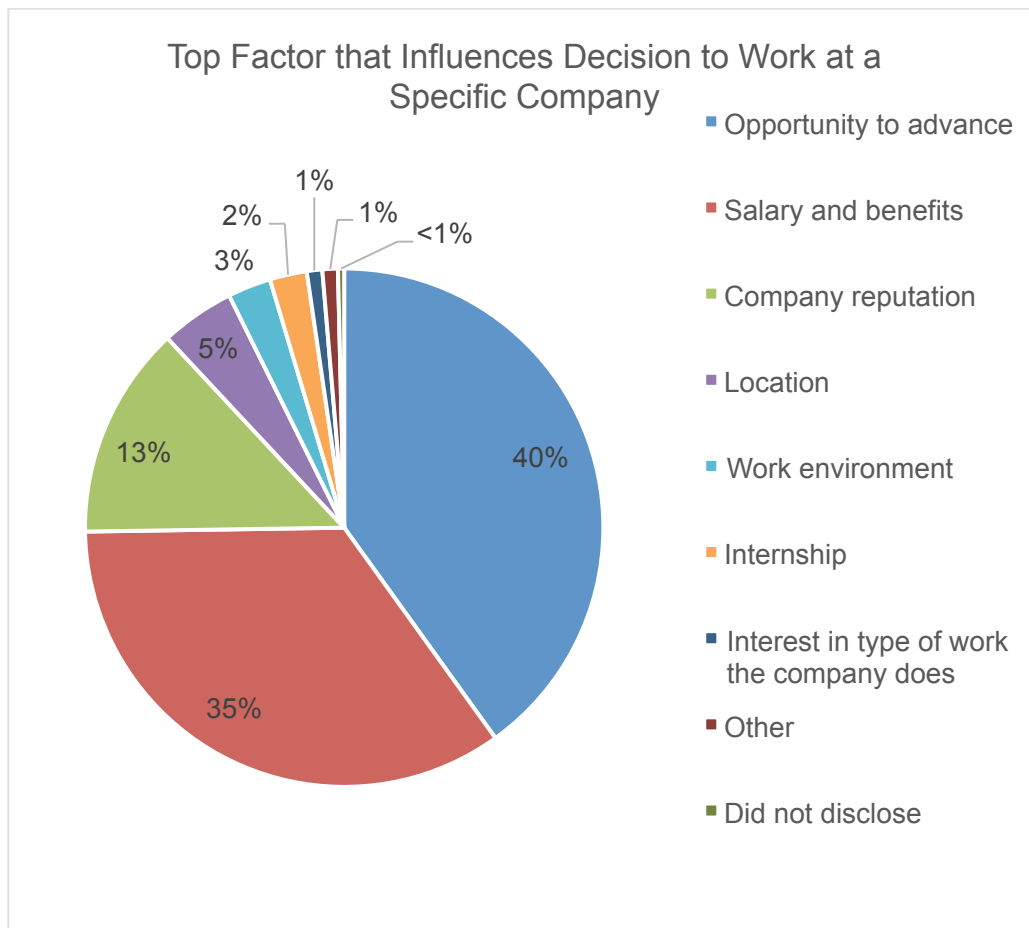


Figure 18. Top Factor in Decision to Work for a Specific Company

Similar to Figure 17, which shows all the factors that are important to students when choosing a company to work for, Figure 18 shows the factor that students chose as the most important when choosing a company. In asking this question, we asked students how they would decide which job offer to accept if they had offers from two companies that they were interested in working for. The results mimic those seen in Figure 17, with 40% of respondents citing the opportunity to advance as the top factor they would consider in choosing a company to work for. After this, students would base their decisions on salary and benefits (35%), company reputation (13%), and location (5%). Friends and family who worked at the company were still not influential in decisions (0.2%) and charity work done by the company did not affect any decisions (0%).

An interesting trend was seen when comparing Figure 18, the top factor in a student's decision to work for a specific company, to Figure 8, the top factor in a student's career decision. Only 7% of respondents indicated that salary was the top factor in their career decision, while 35% of respondents indicated that salary was the top factor in their company decision.

In comparing the data from Figure 18 to the data collected in Deloitte junior staff interviews, a close relationship was seen. Almost every interviewee stated that they hoped or planned to advance to a management position within five years, indicating opportunities for advancement. Most interviewees also said that they liked the work environment and reputation of Deloitte, two key factors in their choice to accept a job offer there.

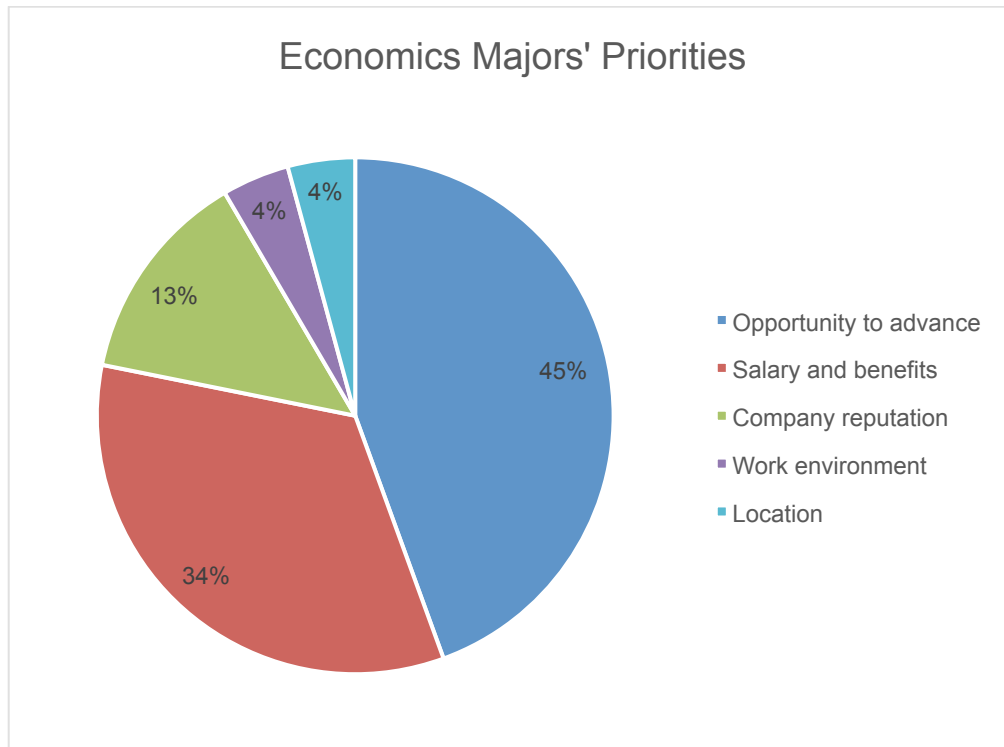


Figure 19. Economics Majors' Priorities in Choosing Companies

Figure 19 shows that for economics majors, 45% of respondents think that the opportunity to advance is the most important factor when choosing a specific company, while 34% choose salary and benefits as the deciding factor. Company reputation, work environment, and location were chosen as top priorities by a small portion of students.

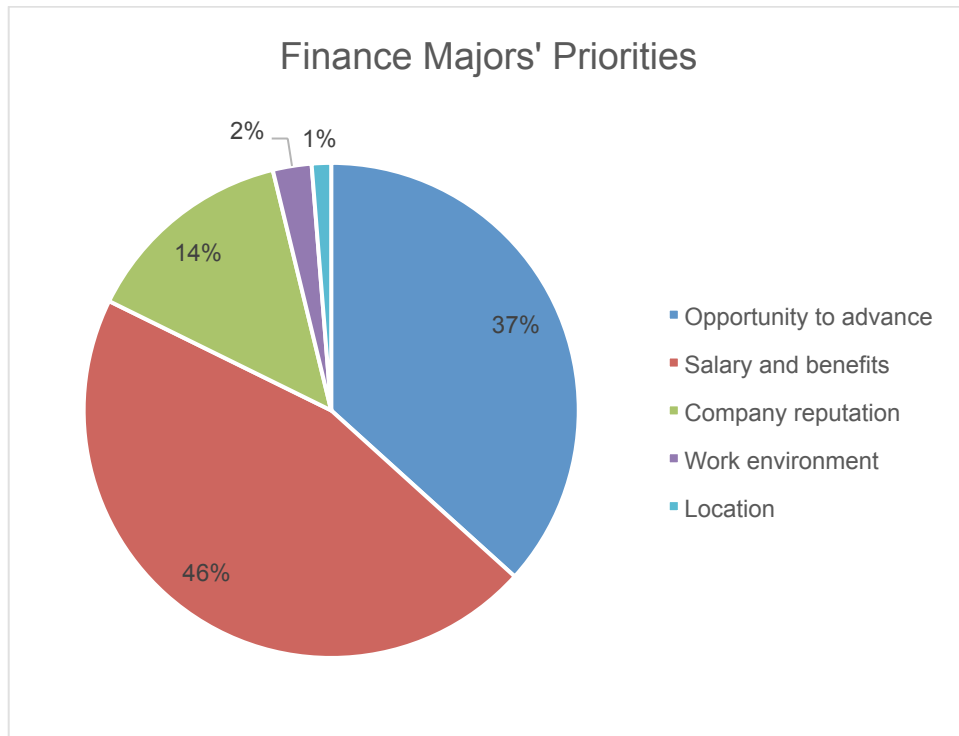


Figure 20. Finance Majors' Priorities in Choosing Companies

However, students from the finance faculty showed somewhat different priorities (see Figure 20). Many students, 46%, think that salary and benefits is the most important factor when it comes to choosing a career, while 37% of students chose opportunity to advance as the most important factor. Again, as in Figure 19, company reputation, work environment, and location were not the deciding factors for many respondents.

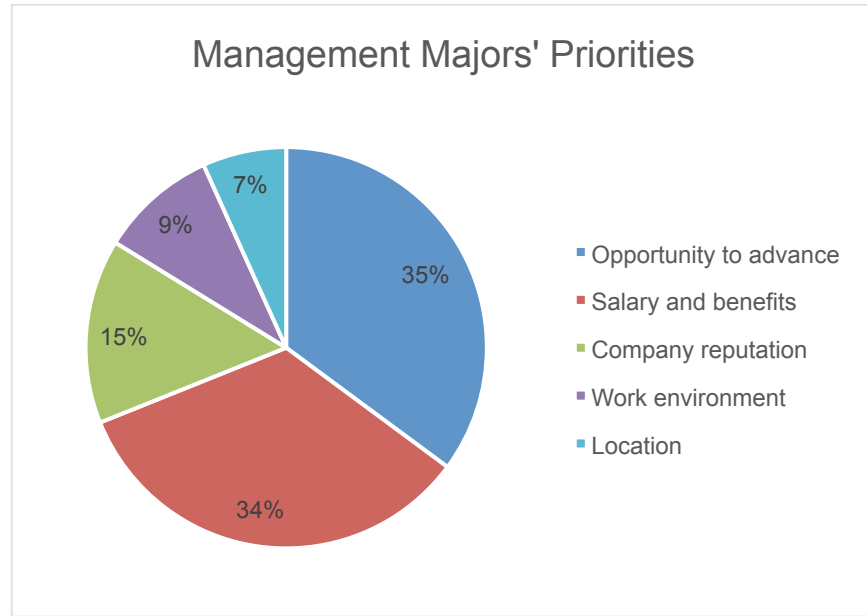


Figure 21. Management Majors' Priorities in Choosing Companies

Figure 21 shows that students from the management faculty consider advancement opportunities as well as salary and benefits to be equally important in their company decision. Again, as seen in Figures 19 and 20, company reputation, work environment, and location were not the deciding factors for many respondents.

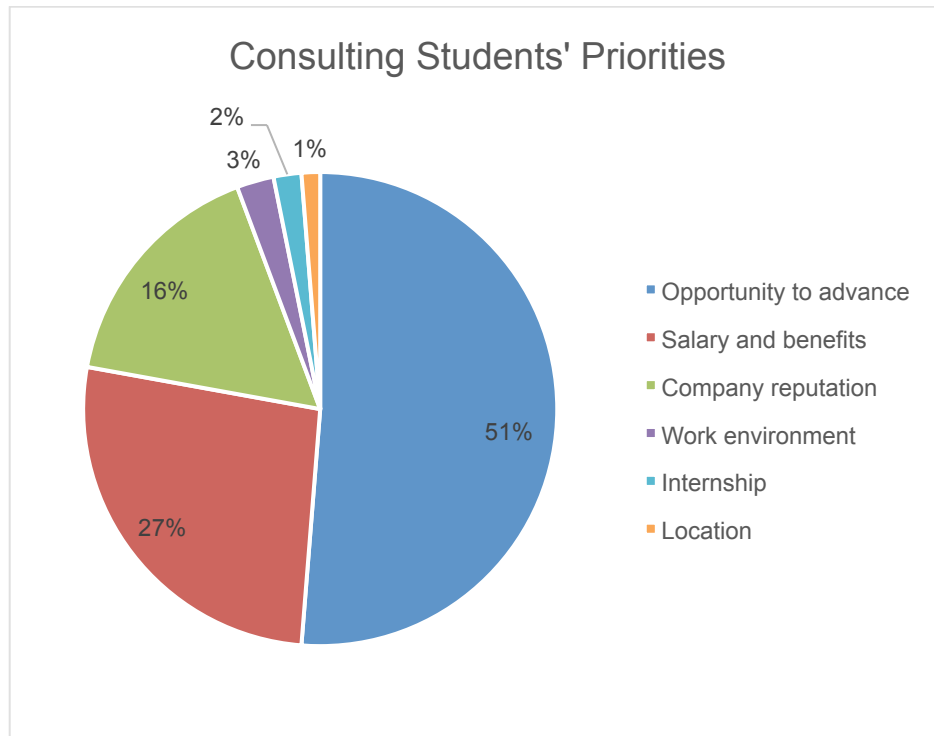


Figure 22. Consulting Majors' Priorities in Choosing Companies

As can be seen in Figure 22, the opportunity to advance (51%), salary and benefits (27%), and company reputation (16%) were the most important factors for students going into consulting.

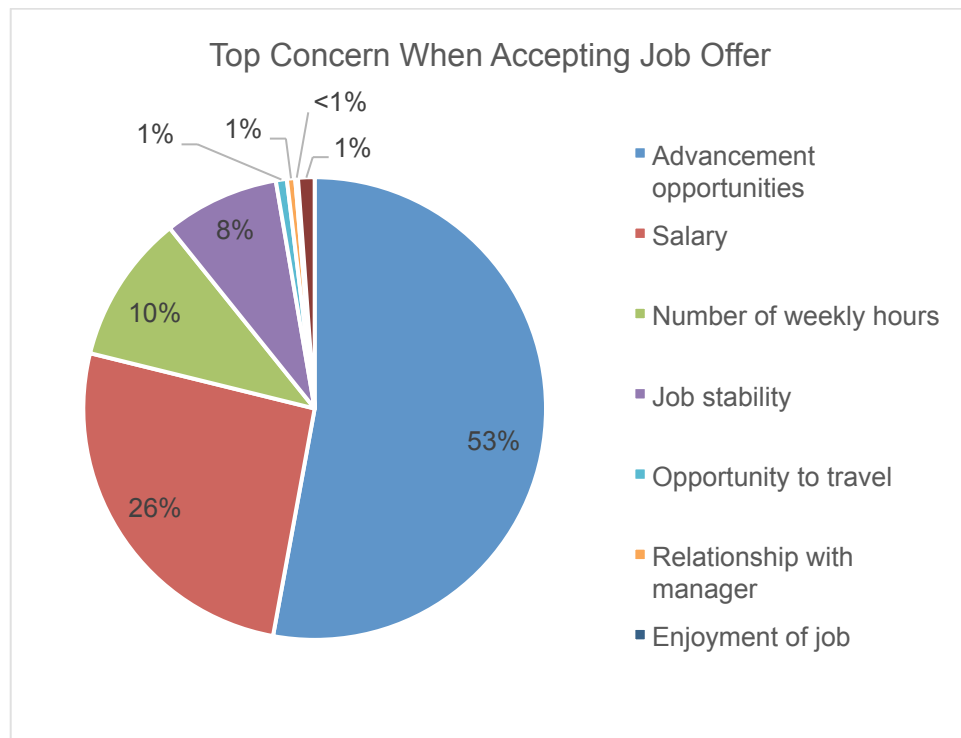


Figure 23. Top Concerns of Survey Respondents When Accepting Job Offers

When accepting a job offer, most students (53%) are concerned about their opportunities for advancement at the company they work for (see Figure 23). Many others are concerned with salary (26%) and number of weekly hours (10%). Combining this data with that found in Figure 18, advancement opportunities are both the top factor in a student's decision to work for a company and their top concern in accepting a job offer. This suggests that students highly value career advancement.

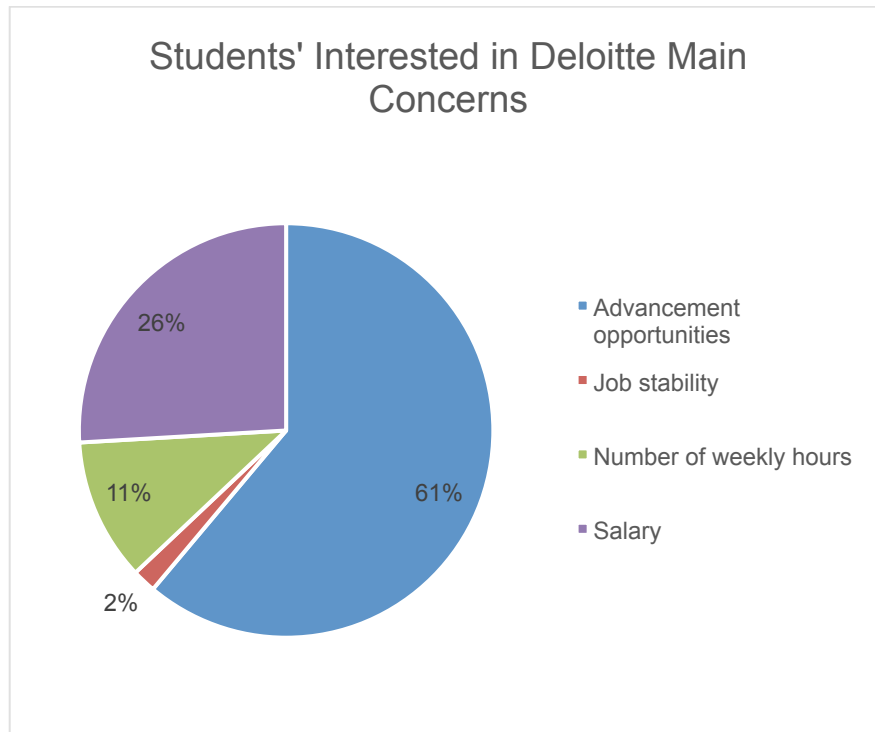


Figure 24. Concerns of Students Who are Interested in Deloitte

According to Figure 24, 61% of students who are interested in working for Deloitte are mainly concerned with advancement opportunities, 26% are concerned about salary, 11% are concerned about long work hours, and only 2% are primarily concerned about job stability.

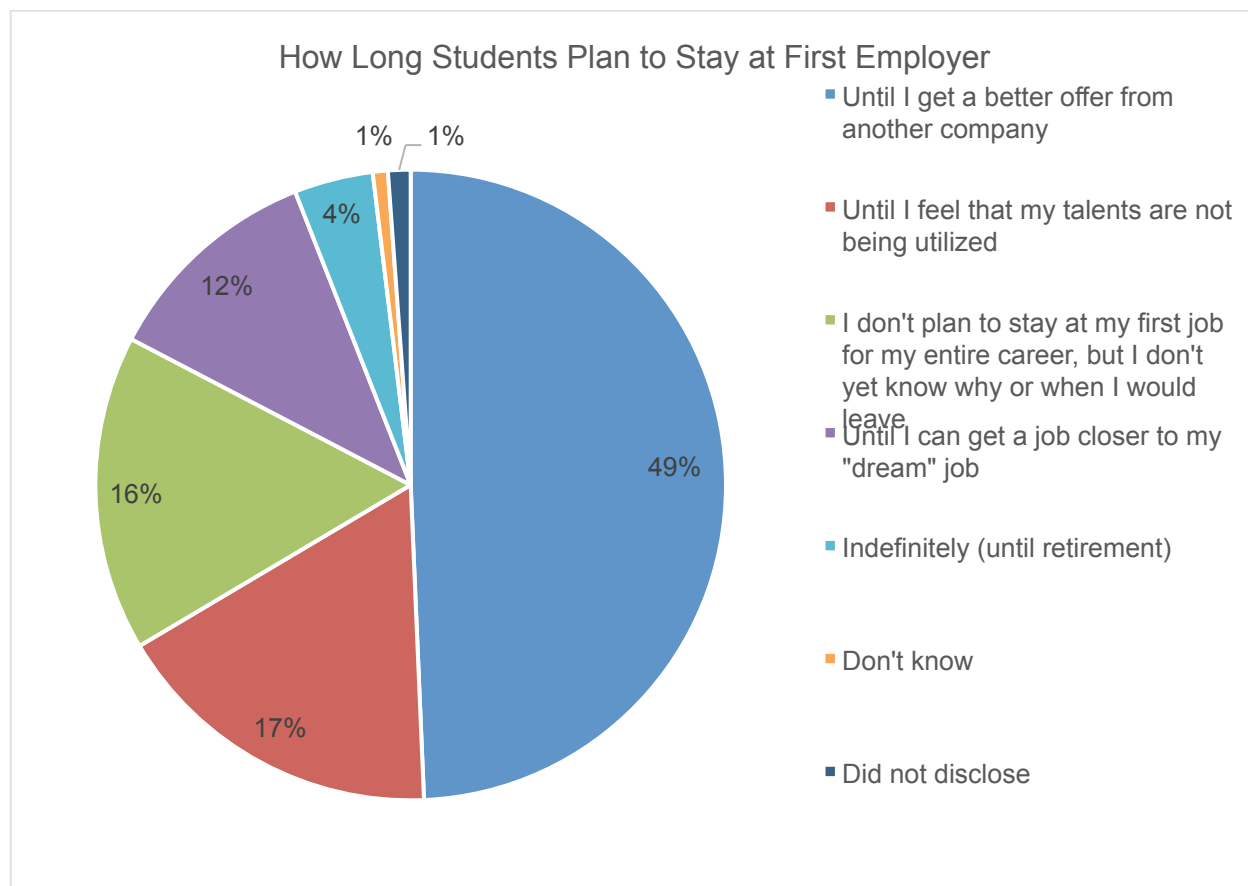


Figure 25. Length of Time Survey Respondents Plan to Work for Their First Employer After Graduation

Nearly half (49%) of respondents thought that they would not stay at their first employer for their entire career, instead starting at a new company when they were given a better offer (see Figure 25). Another 17% planned to stay at their first employer until they felt that their talents could be better used elsewhere. An additional 16% did not know why or when they would leave their first employer, but thought that they would not work for their first employer for their entire career. Only 4% of respondents thought that they would work at their

first employer for their entire career. As shown by these results, most young employees plan to change employers often, whenever there will be a personal gain by making the change.

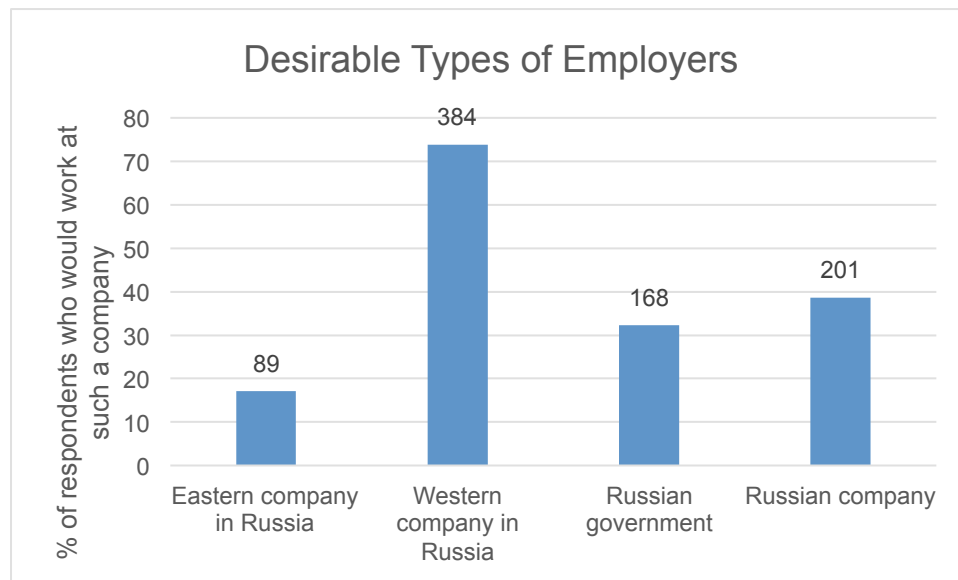


Figure 26. Desired Types of Companies

In the student survey, respondents were asked which types of companies they would work for in Russia. Respondents were asked to check all options that applied to them, resulting in a total percentage of more than 100%. As shown in Figure 26, the majority (74%) of the students want to work for Western-based companies in Russia. Some respondents want to work for Russian companies (39%) and the Russian government (32%). Relatively few respondents want to work for an Eastern-based company in Russia (17%). Of all respondents to this question, only 30 (5.8%) indicated that they would work at any of the four types of companies, implying that they are undecided about the type of company they want to work for, or do not consider where a company is based when making a job decision.

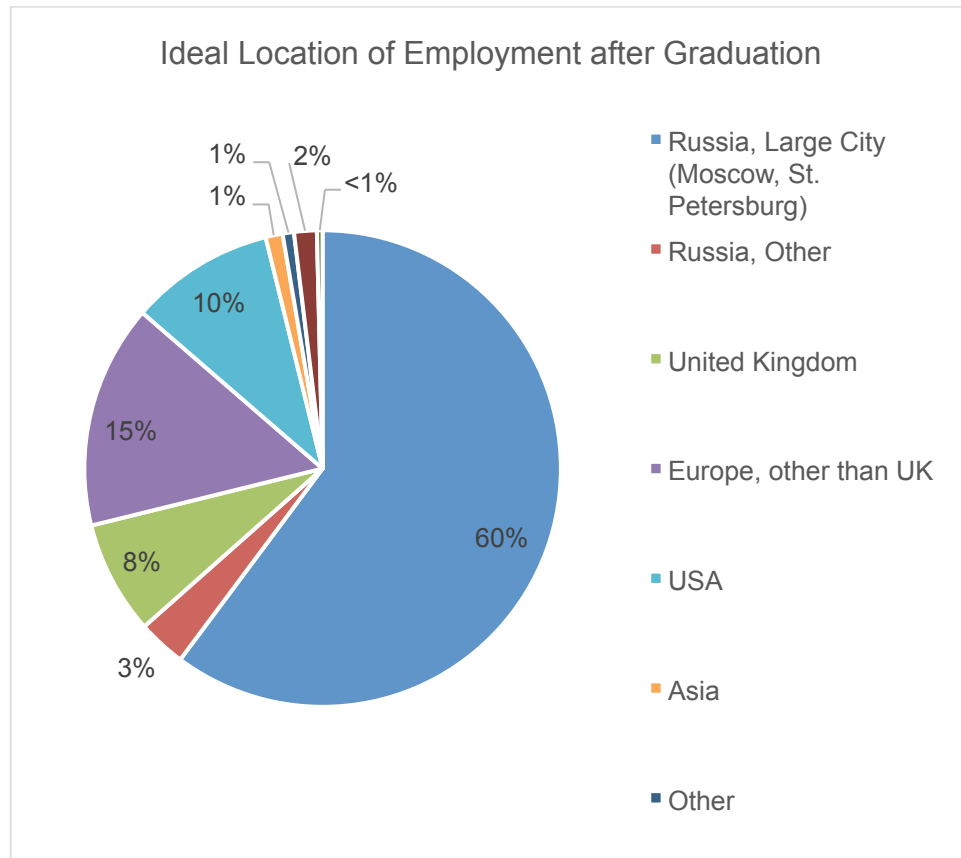


Figure 27. Survey Respondents' Ideal Locations of Employment

As shown in Figure 27, only 60% of survey respondents want to work in large Russian cities (i.e. Moscow and St. Petersburg) and 3% want to work in other places in Russia. This is low, considering that 97% of survey respondents are Russian citizens. This suggests that many students wish to find employment outside of their home country. This data supports the information about Russian emigration mentioned in Chapter 2, as well as the data collected in student interviews. See Appendix F for a summary of the student interviews.

Among the students who would like to work outside Russia, 8% of respondents would like to work in the United Kingdom, 15% in other European locations, 10% in the United States,

1% in Asia, and 1% in other locations, including Australia, Africa, and Canada. Overall, 35% of respondents would like to get a job outside Russia.

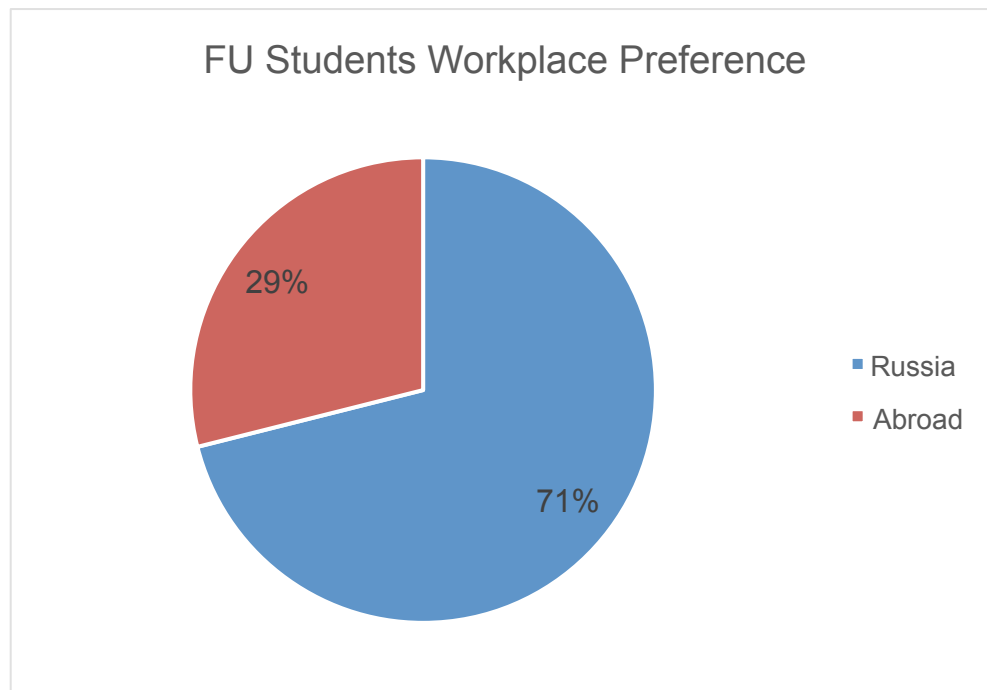


Figure 28. Financial University Students' Workplace Preferences

Figure 28 demonstrates that most of the Financial University students (71%) would like to stay in Russia while 29% want to work abroad.

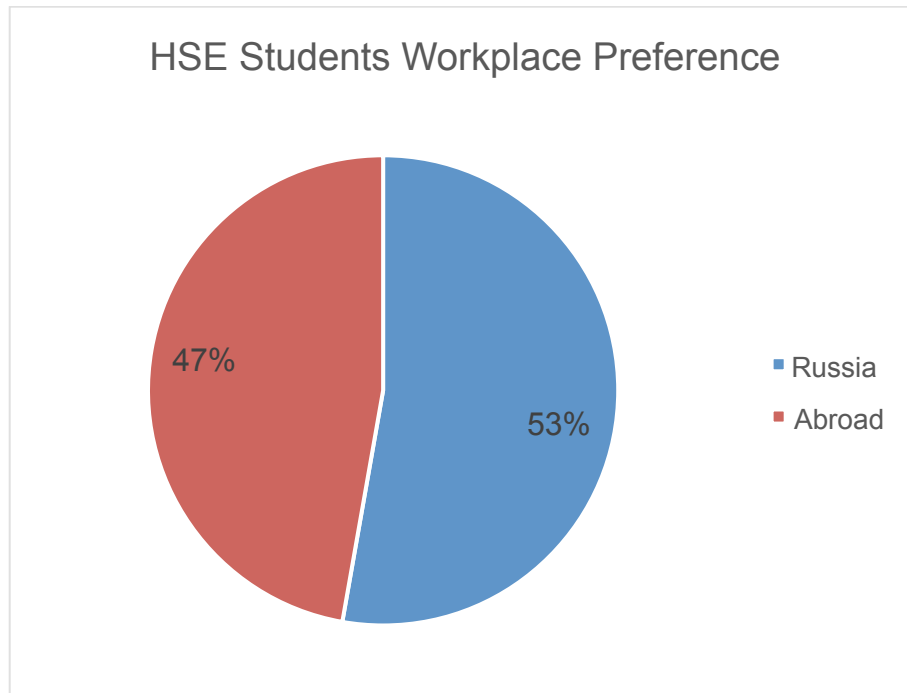


Figure 29. Higher School of Economics Students' Workplace Preferences

As shown by Figure 29, more than half (53%) of the HSE students want to work in Russia after graduation. The remaining 47% want to work abroad.

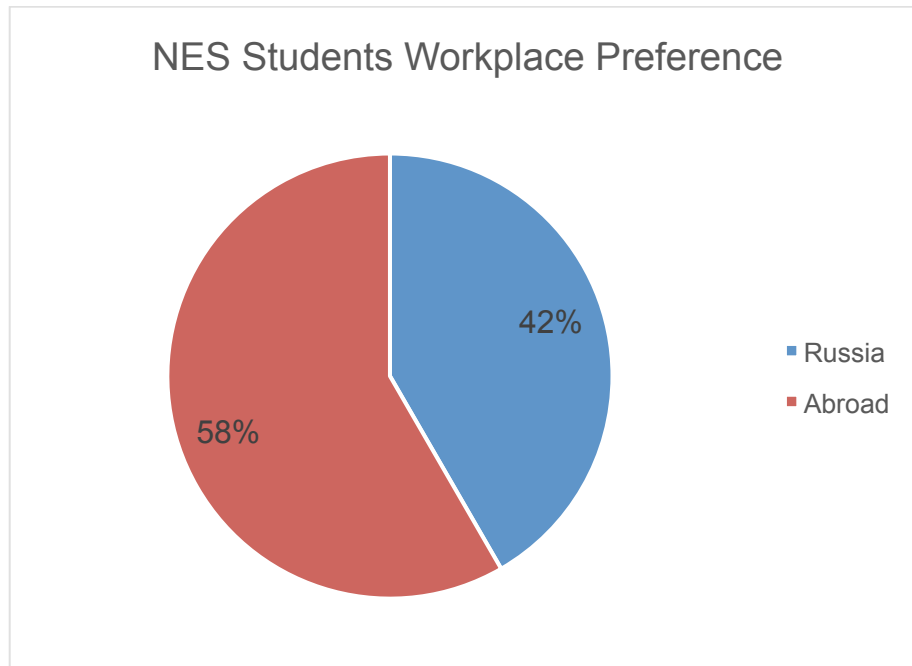


Figure 30. New Economics School Students' Workplace Preferences

Figure 30 shows that 58% of NES students want to work abroad after graduation, while 42% want to stay in Russia.

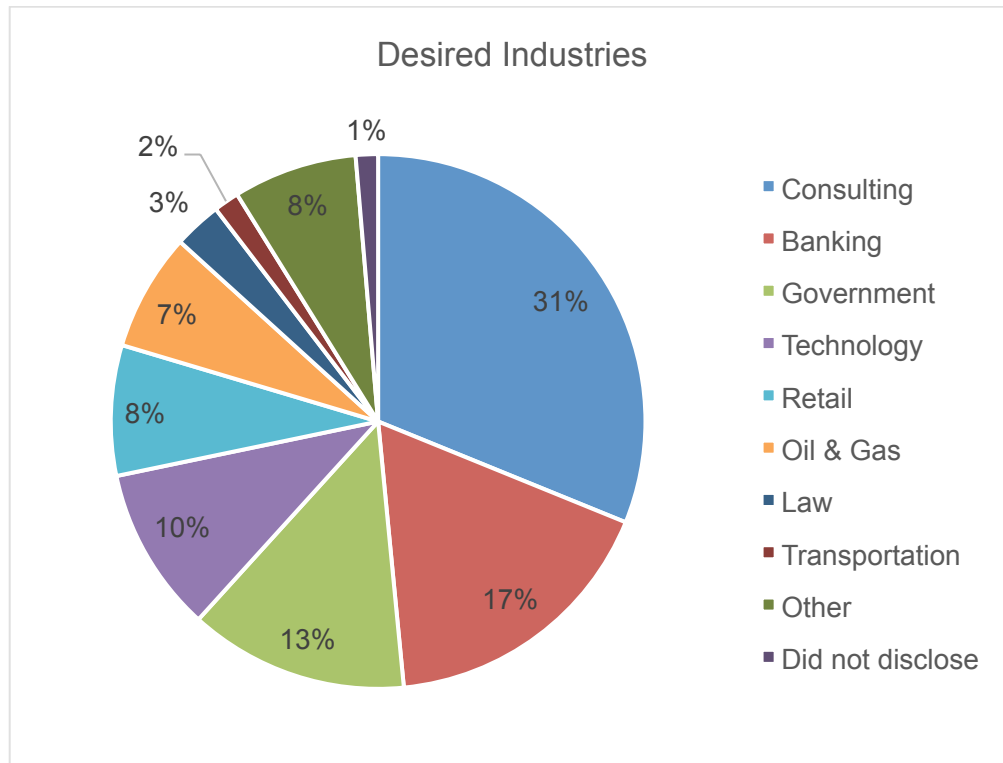


Figure 31. Desired Industries of Survey Respondents

We found that 31% of survey respondents would most like to work in the consulting industry upon graduation from university (see Figure 31). Second, third, and fourth most desired industries are banking (17%), government (13%), and technology (10%), respectively. Least desired industries were transportation (2%) and law (3%). Of the responses categorized as “other,” the most popular industries were audit, international relations, investments, research, and marketing, which accounted for approximately one third of the responses in the “other” category. These findings closely relate to the research discussed in Section 2.2.2., Companies. According to research done by Changellenge in 2015, high-achieving students at the most prestigious Russian universities often favor international consulting over other industries (HR-Portal).

When a student chose consulting, banking, technology, retail, oil & gas, or transportation as their top industry choice, they were brought to another survey question, which asked them to choose all the companies that they would like to work for. The companies given as options were from a list of the most attractive employers in Russia as explained earlier in this chapter. The results for each industry can be seen in Figures 32, 33, 34, 35, 36, and 37. Overall, it was found that students would much rather work for an internationally based company, especially a Western company, than for a Russian company. This finding matches the findings from Figure 26. The only industry in which a Russian company was more popular than a Western company was in oil & energy, where Gazprom was the most popular company.

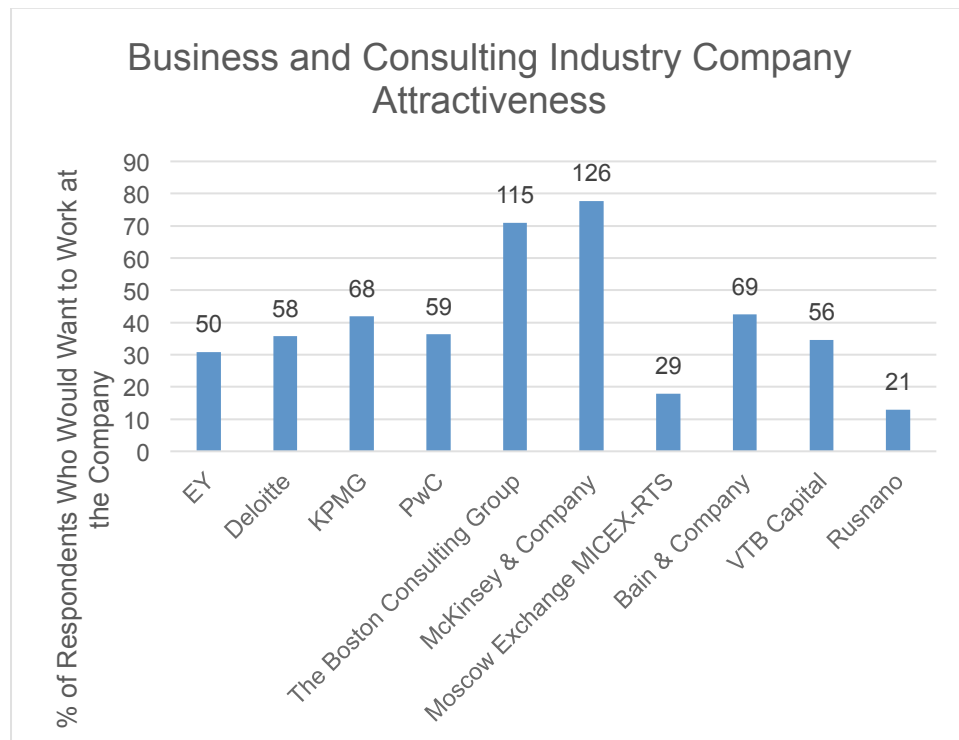


Figure 32. Desirable business and consulting companies.

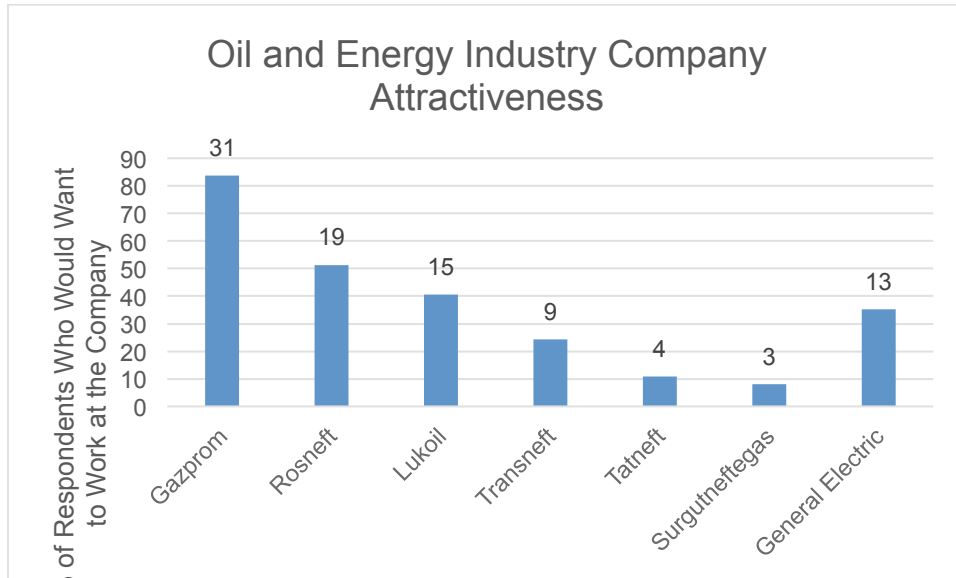


Figure 33. Desirable oil and energy companies.

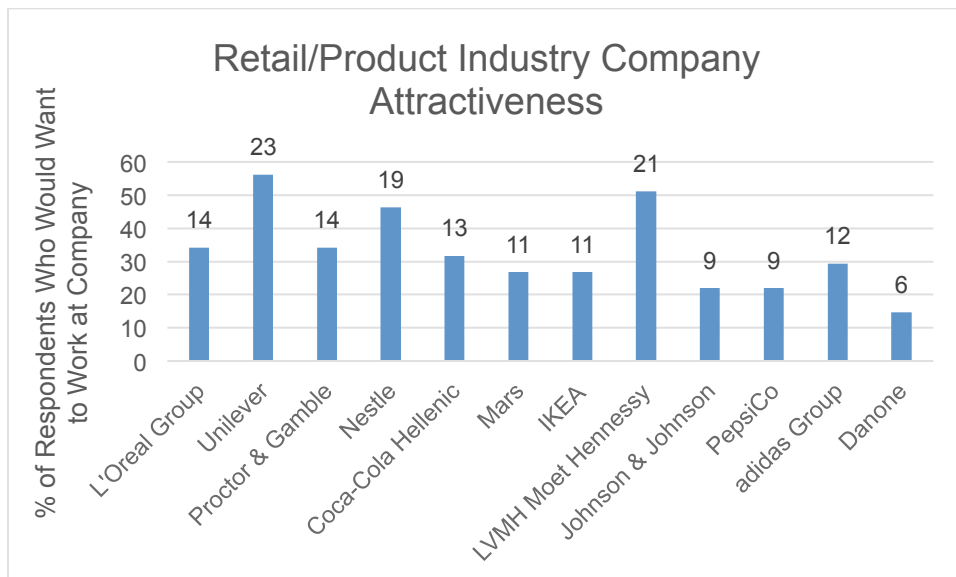


Figure 34. Desirable retail/product companies.

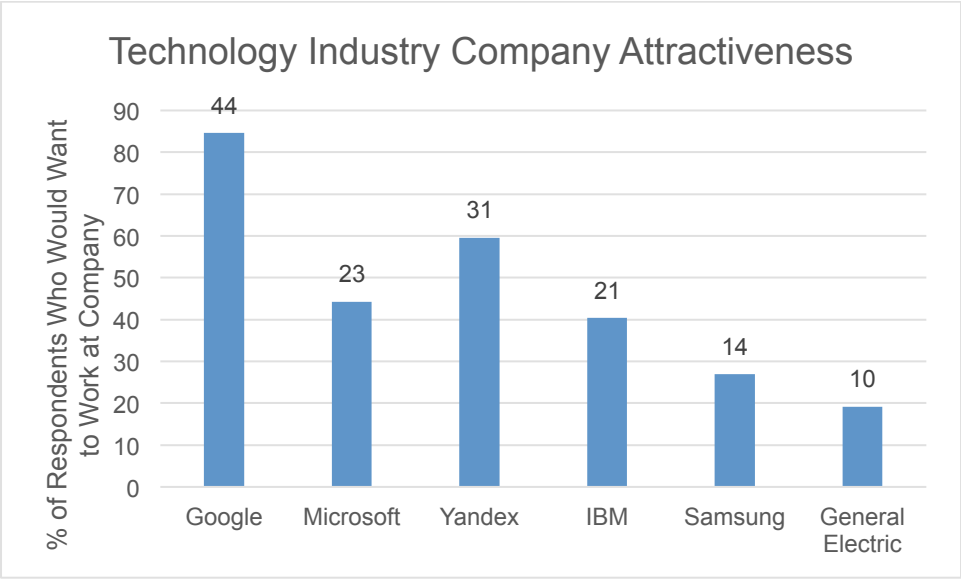


Figure 35. Desirable technology companies.

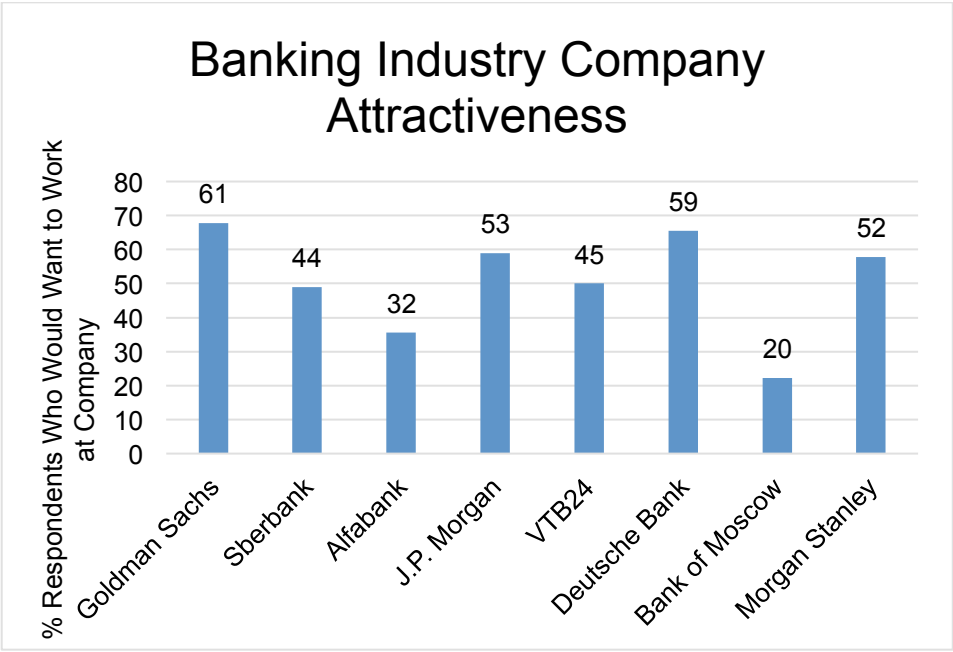


Figure 36. Desirable banking companies.

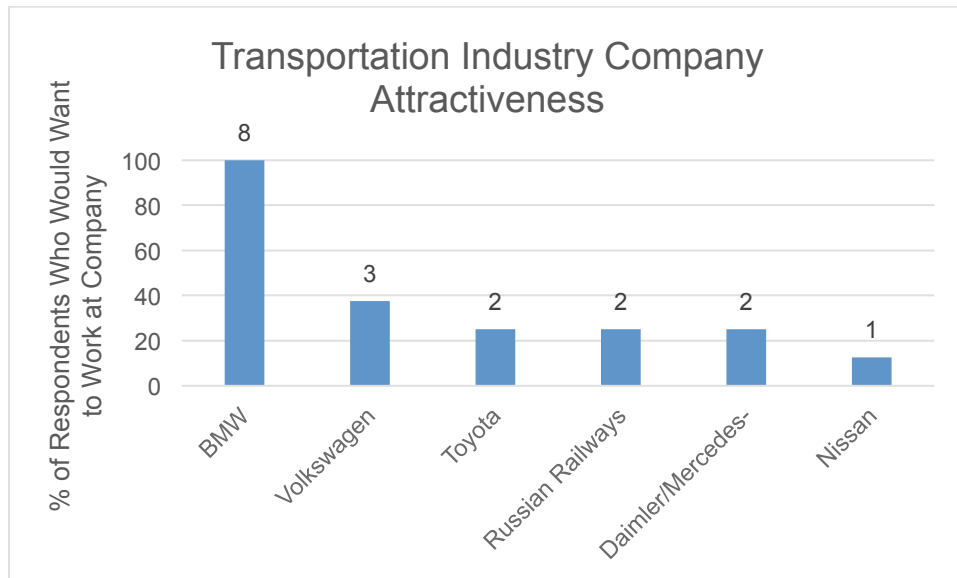


Figure 37. Desirable transportation companies.

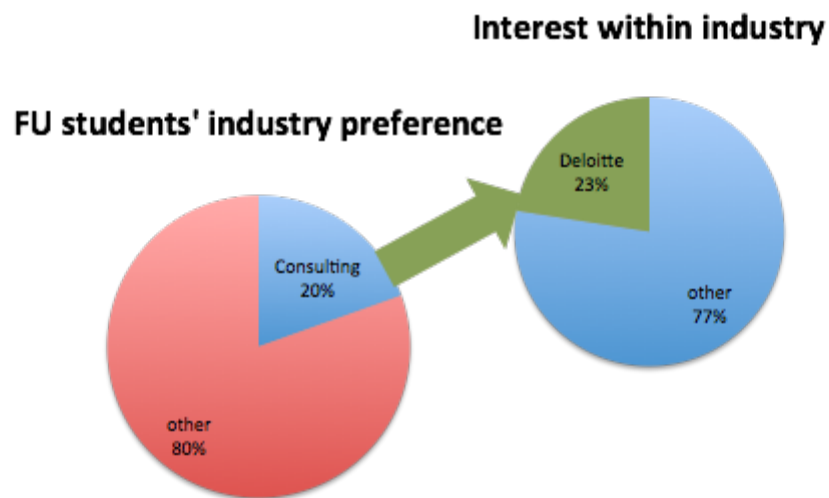


Figure 38. Financial University Students' Industries Preferences and Deloitte

As Figure 38 displays, 20% of the FU students want to go into consulting, and 23% of them stated that they would likely accept a job offer from Deloitte.

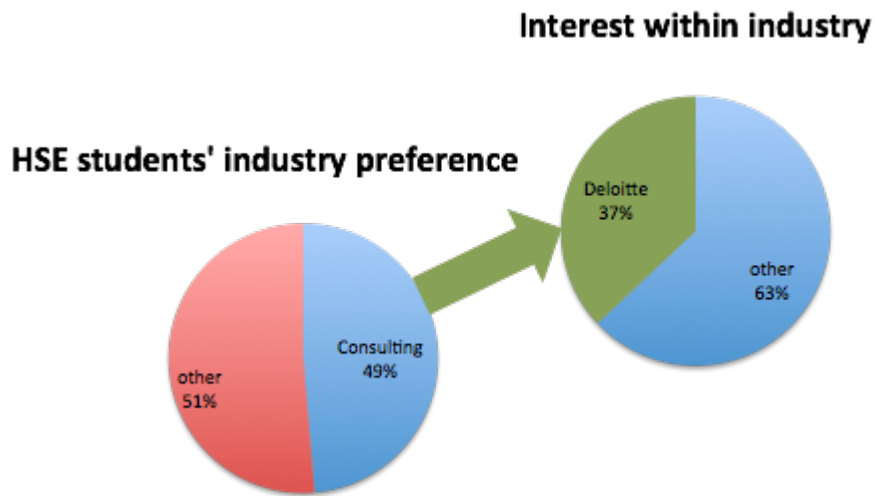


Figure 39. Higher School Economics Students' Industries Preferences and Deloitte

According to Figure 39, nearly half of the HSE students (49%) want to go into consulting. Among these students, 37% would likely accept a job offer from Deloitte.

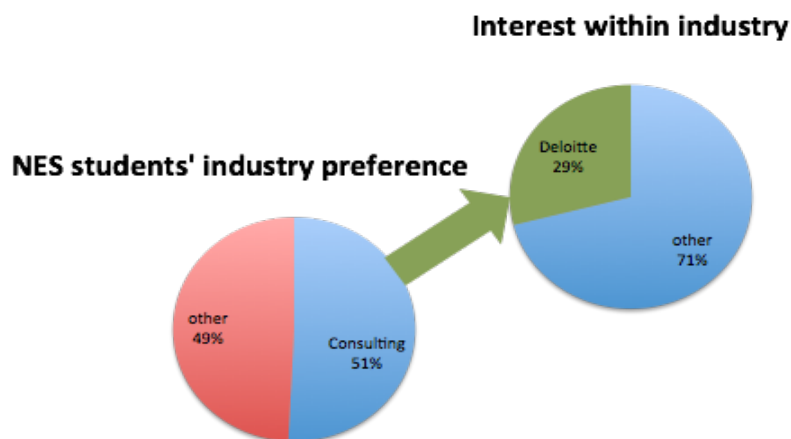


Figure 40. New Economics School Students' Workplace Preferences

From the 51% students from NES who want to go into consulting, 29% of them would likely accept a job offer from Deloitte (see Figure 40).

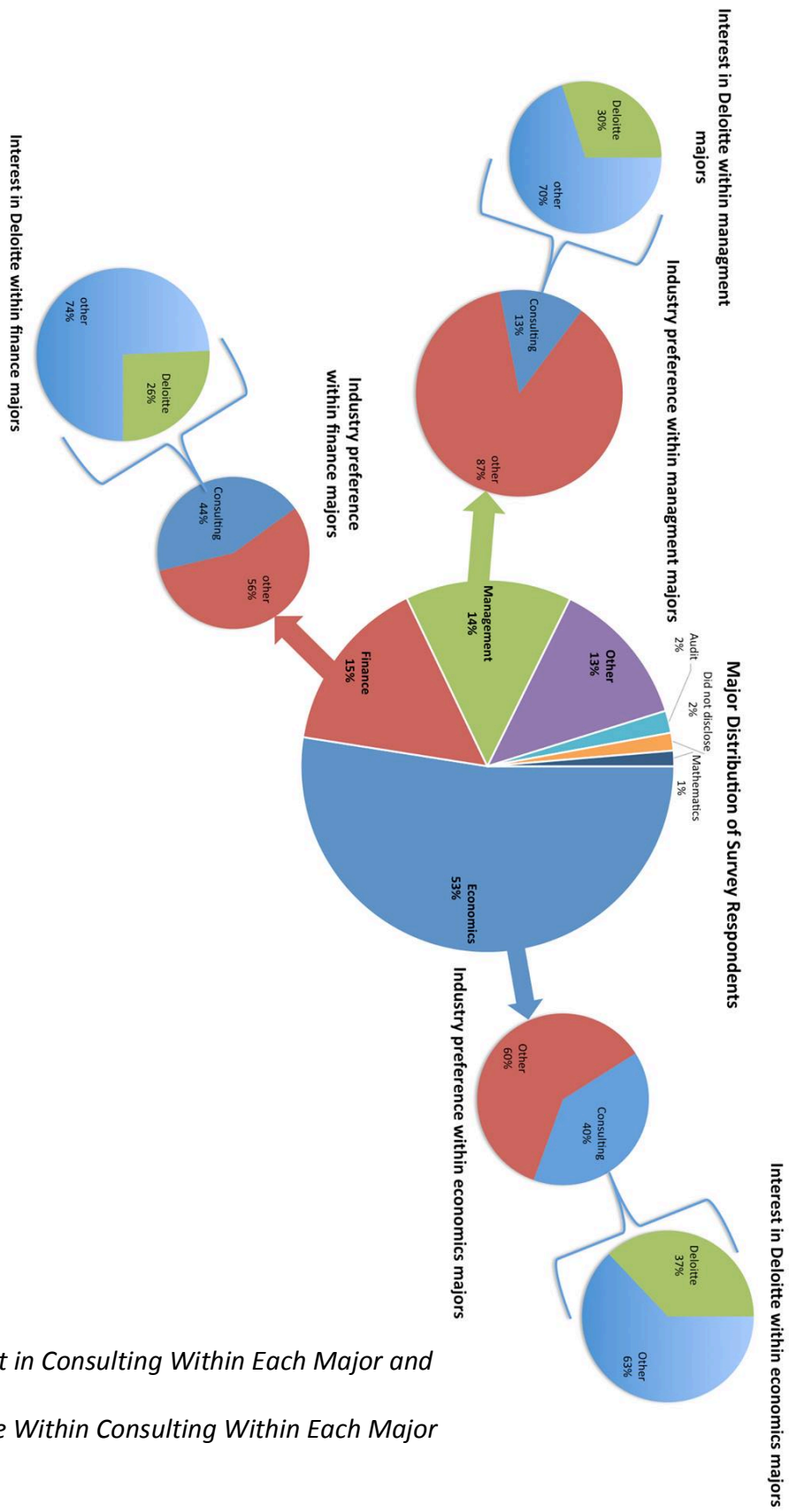


Figure 41: Interest in Consulting Within Each Major and Interest in Deloitte Within Consulting Within Each Major

Figure 41 shows the progression from students' majors to how likely they are to want to work for Deloitte. This chart shows much of the same information presented in previous figures, now connected to show relationships between major choice, industry preference, and interest in working for Deloitte for the three most common majors of survey respondents.

4.4. Summary

As discussed throughout this chapter, the main factors that students consider when determining their career paths and making choices about which companies to work for were identified through our research. The main factors that students consider in choosing a career are interest in the field and a positive job outlook. The main factors that students consider when choosing a company are opportunities for advancement, salary and benefits, and company reputation. Additionally, the majority of students want to work for a Western company. With this information, Deloitte can evaluate their recruitment practices.

5. Conclusions and Recommendations

In this chapter we summarize our key research findings, as well as identify possible areas for improvement at Deloitte. We first review motivations behind students' decision-making about their careers. We follow with suggestions for additional research we believe would be helpful for Deloitte to complete as well as the implications for Deloitte's recruitment strategies that our findings have brought to light.

5.1. Moscow Students' Motivations in Their Career Choices

The goal of this project was to determine the main factors that influence university students in Moscow when choosing a career path. After extensive analysis of our survey and interviews, we have drawn several conclusions about how students choose their career paths and the companies they want to work for.

Through our research, we found that the top five factors students considered when choosing a major were – in order of decreasing importance – personal interest in the field, a good job outlook, the availability of the field of study at a student's desired university, high average salaries, and a student's talent in the field.

The five top factors that students considered when deciding which company to work for upon graduation from their university – in order of decreasing importance – are opportunity to advance, salary and benefits, company reputation, location of employment, and work environment. Overall, Deloitte junior staff members agreed that these factors were most important when choosing a company. Almost every interviewee at Deloitte mentioned that they chose to work at Deloitte in part due to the positive company reputation and friendly work

environment. Additionally, most Deloitte interviewees said that within five years, they would like to advance to a management position.

Based on all of the information we collected, we found that very few students have used their campus' career center each year. Many students felt that they could find everything they needed to get a job or internship online and therefore did not use the career center.

5.2. Further Steps

Although this project was overall a successful one, we believe that more research can be done to help Deloitte in Moscow recruit students more effectively.

Research

If this project were to be repeated, several changes could be made to improve the validity of the results. In addition, deeper questions should be asked of students and junior employees to better understand why students really make career decisions. For example, more follow-up questions could be used. If a student said that they chose a major because it was interesting to them, further questions could be asked to find out why they felt that this field was particularly interesting and what experience originally got them interested in the field. Additionally, further questions could be asked to find out what type of internship students had (short- or long-term), and if they have any ideas for improving the internship program in order for internships to be more applicable to a student's field of study and desired future career.

A number of things could also be done to expand the research being done. For example, the scope of the project could be increased to include additional faculties, particularly natural sciences, mathematics, and technical fields. According to Ekaterina Lebedeva and Daria

Golubkova, Senior Resourcing Specialists at Deloitte, approximately 30% of new hires studied fields not directly related to consulting, such as natural sciences, mathematics, and technical fields (personal communication, October 2015). It is possible that these students make career and company choices differently than students studying business fields such as economics and finance. Additionally, since students start making career choices before entering university, a future study could also include research on Russian high school students' motivations in their university and career choices. Lastly, this project could be expanded by exploring how a company's Internet presence – including the company website and social media pages – can affect potential employees' career decisions.

Recruitment at Deloitte

After conducting several weeks of research on the career and company choices of university students and recent university graduates in Moscow, our group has determined several steps that Deloitte could consider to improve its recruitment of this target population. General information about recruitment can be found in Appendix B.

As mentioned in Chapter 4, all interviewees at Deloitte expressed that they enjoyed Deloitte's work environment, calling it comfortable and friendly, and said that everyone was always willing to help each other, even senior managers helping junior staff. We recommend that Deloitte continue to emphasize its strong work environment to appeal to its target applicants, especially since work environment was found to be very important for students making career and company job decisions.

In our interviews with Deloitte junior staff, we found that almost all new employees plan to advance to management positions within the next five years. A large portion of students surveyed (40%) claimed that advancement opportunities were the most important factor that would influence their decision to work for a specific company. Deloitte could leverage this desire for advancement by emphasizing the opportunities that junior staff have to move up quickly within the company.

While none of the Deloitte junior staff interviewed cited salary and benefits as their top reason for choosing to work at Deloitte, 35% of student survey respondents claimed that salary and benefits was the most important factor that influenced their decision to work for a specific company. This percentage was even higher, 46%, for students majoring in finance. While we have no information on Deloitte's average salaries or salary potential, we recommend that they ensure that their salaries are competitive with that of other top consulting companies, particularly the Big Four companies, in order to continue to attract top applicants.

Through our interviews with students and Deloitte junior staff members, we learned that many potential employees are attracted to a company's reputation and size when searching for a job. Deloitte has an advantage in this area as it is part of the Big Four companies. Deloitte's reputation as a large and well-known company draws job applicants in, so we recommend that Deloitte continues to emphasize its reputation throughout the world during recruitment.

Another recommendation is to make sure that all travel opportunities Deloitte offers to employees be well advertised since a lot of students want to experience

different cultures and work with people from different countries, according to our interviews. For example, Deloitte may already offer the opportunity to travel to a business conference abroad, to join a rotational program with Deloitte branches in other countries, or hold a company sponsored retreat for a select group of employees, but potential employees may not be aware of these benefits and would be favorably impressed if they knew about them.

A final recommendation is to continue to maintain a strong online presence. Most students learned about job opportunities through career search websites (63%), on company websites (42%), and through social media (42%). A strong, modern online presence with an up-to-date career website and job position listings is clearly something students want and thus would make Deloitte even more attractive to soon-to-be and recent university graduates if their web presence continues to be very strong.

With further study into the best way to apply these recommendations and use the survey and interview findings effectively, this project could help to improve Deloitte's recruitment practices.

We found that many students consider Deloitte to be a desirable employer, and Deloitte can use this to their advantage. After completing this project, we were able to develop some recommendations for Deloitte. However, further research into each of our recommendations is suggested to find specific ways for the company to improve recruitment. We hope that our research will be useful to Deloitte in their future recruitment efforts.

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Appendix A: Sponsor Description

Founded in 1845, Deloitte (2015b) is a very large, international, private company that provides many services including audit, consulting, financial advisory, risk management, and tax services to people all around the world. Deloitte is represented in more than 150 countries and territories, with headquarters located in New York, New York. This company has over 200,000 employees and in 2014, had a total revenue of \$32.4 billion. In addition to being such a successful company, Deloitte is very up-to-date and is connected to several social media sites including, but not limited to, LinkedIn, Twitter, YouTube, Facebook, and Google+.

Deloitte in Russia is part of a larger group known as Deloitte CIS Holdings Limited, usually abbreviated to Deloitte CIS (Deloitte, 2015a). Deloitte CIS is a member of Deloitte Touche Tohmatsu Limited (DTTL). Deloitte CIS has offices in Russia, Ukraine, Belarus, Georgia, Armenia, Azerbaijan, Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. In Russia, the firm is known as ZAO Deloitte & Touche CIS, and is comprised of five offices, located in Moscow, St. Petersburg, Ufa, Ekaterinburg and Yuzhno-Sakhalinsk. Deloitte CIS employs more than 2,500 people.

As can be seen in the Deloitte (2014) organizational structure diagram (Figure A-1), Deloitte CIS is led by a Chief Executive Officer (CEO), who oversees the Executive Committee. The Executive Committee is responsible for day-to-day operations and management. Under the leadership of the CEO, the Executive Committee plans for the firm's future. The CEO appoints the Executive Committee. In 2013 and 2014, the Executive Committee included the CEO, the Chief Operating Officer (COO), the Managing Partners of the Audit, Consulting, Financial Advisory and Tax & Legal departments, the Clients & Markets Leader, the Talent Leader, the

Risk and Reputation Leader, and the Managing Partners of the Caspian Region (Kazakhstan) and the West Region (Ukraine).

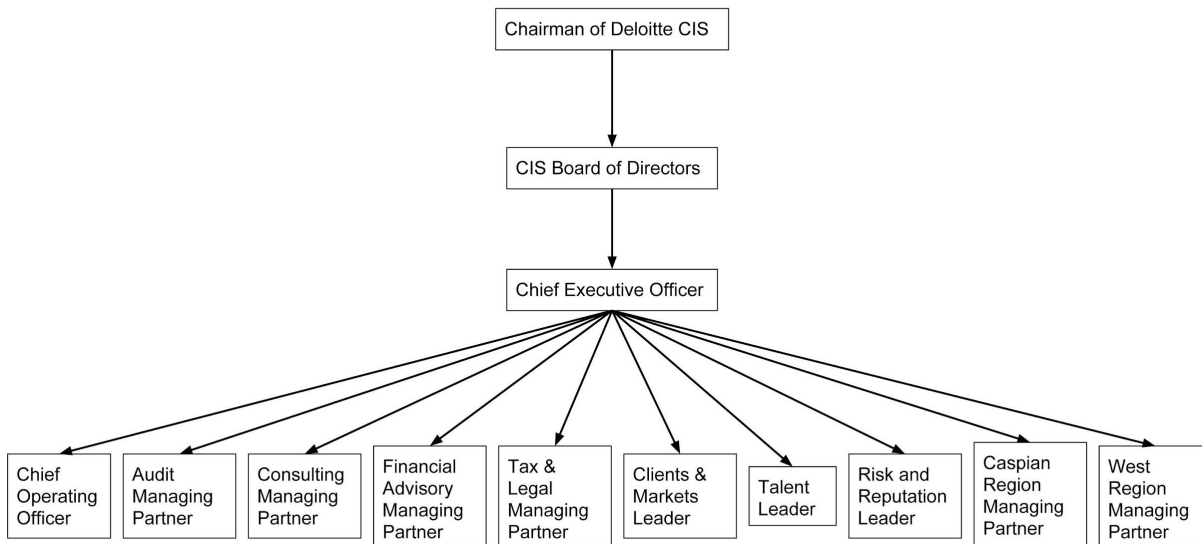


Figure A-1: Deloitte CIS Organizational Structure (Deloitte, 2014).

The Executive Committee is responsible for implementing the policies of the CIS Board of Directors, which is led by the Chairman of Deloitte CIS (Deloitte, 2014). The Board of Directors creates policies for operations and long-term strategy for the firm and reviews matters of importance to the company, including governance and administration.

The Russian firm, ZAO Deloitte & Touche CIS, is led by a General Director (Deloitte, 2014). The General Director is appointed by shareholders or a Board of Directors. Below the General Director are the senior partners, whose roles include ensuring that ethical practices are followed, that independence is maintained, and that work performed for clients is of sufficient quality; they also monitor the company's reputation and assess risks.

Deloitte faces competition from similar firms, such as Ernst & Young, PricewaterhouseCoopers, and KPMG (Hoovers, Inc., 2015). All of these firms have offices in Moscow.

Appendix B: Recruitment Information

Although recruitment is not the direct focus of this project, understanding students' motivations in their career choices is important for companies during recruitment. This appendix provides more information about the recruitment process, types of recruitment, social media in recruitment, recruitment in Russia, and private recruitment agencies.

Recruitment Process

According to the Human Resources webpage of the University of California, Riverside (UCR) (2015), there are nine key steps in the hiring process. First, the company must identify the vacancy, which can come from two sources, a newly created position, in which case the company must first make sure to identify the main skills that are missing from the department in question, or the replacement of a previous employee, in which case the company must carefully evaluate the previous employee's behavior, personality and responsibility and try to adjust these to a person who can be more suitable for the job.

The second step is to develop a position description, which according to UCR's webpage (2015) "is the core of a successful recruitment process" (para. 6). This description should clearly describe the responsibilities and qualifications related to the job in order to only attract people who may be of interest to the company. It should also contain objectives for the position in question so all potential employees are aware of what is expected from them in case they get the job.

Third, the company must develop a recruitment plan, which will map out the strategy used to attract the best possible candidates for the position (UCR, 2015). This plan can include resources such as webpages, newspaper advertisements, career fairs, etc. The recruitment plan must include a position description that is available to all potential candidates.

The fourth step is to select the search committee, who is the group that will be in charge of applying the recruitment plan and searching for qualified candidates (UCR, 2015). The fifth step is for the company to post the position (this requires the review and approval of the company's HR department) and implement the previously designed recruitment plan.

The sixth step is to review the applicants and develop a list of those whose applications are appealing to the company (a phone screen may be needed in order to get more or clarify the given information on the applicant, which will help the search committee with their review) (UCR, 2015).

The seventh step is to conduct an interview with the selected applicants (UCR, 2015). This is a vital part of the hiring process since it can help both parties – company and applicant – to learn more about one another and decide whether they are interested in carrying on with the negotiation.

The eighth step is for the search committee to meet and discuss about the reviewed applicants and finally make a decision towards selecting their hire (UCR, 2015). The search committee must also document the reasons that led to that hiring, in order to ensure that these are objective and approved by the company.

The ninth and final step is to finalize the recruitment by making an offer to the selected applicant (UCR, 2015). The HR department must review this offer and approve it before it is sent. With the applicant's acceptance of the offer, the hiring process will be completed.

Types of Recruitment

Recruitment methods can fall in two categories, indirect and direct recruitment. Indirect recruitment means the company recruiters get information from candidates through online applications. (Field, 2007). Web-based recruitment is often completed through advertisements on social media or other popular websites. After someone sees the advertisement, they can apply through the company's official website. There, the company has a job description, qualifications needed, and other necessary details. The other type of recruitment, direct recruitment, means recruiters and applicants have a face-to-face interaction. For example, career fairs allow company representatives to directly interact with applicants. In a career fair, recruiters can more easily recognize potential employees, since they can evaluate applicants on several characteristics such as appearance, interest, behavior, and academic qualifications. However, career fairs also have some down sides. For example, applicants can be judged unfairly by their race, gender and/or age.

Social Media in Recruiting

Research shows that companies can increase their appeal to recent university graduates through the use of social media (Broughton, 2013). Social media can be used in many ways –

positive publicity for the company, a way for potential employees to connect with recruitment managers, and a high-visibility place for recruiters to post job listings.

Using the Internet to aid recruitment processes has many advantages – shortened selection processes, reduced recruiting costs, and access to potential employees all over the world (Broughton, 2013). Recently, social media has become an important tool in the recruitment process of many companies. Social media serves two main purposes in recruitment: a marketing tool and a screening mechanism. Potential employees can market themselves to a company, or a company can market their job openings to potential employees through social media. Employers can use social media to quickly get a broader view of applicants than they can get from the information extracted from an application. This allows a company to narrow the field of candidates without spending the money or time to interview all of them. Though social media can be a useful tool in learning more about candidates for a job, there are several drawbacks of relying too heavily on social media. For example, some information published on social media and networking sites is inaccurate, some applicants will not be able to be located on social media, privacy can be compromised, and using social media to screen applicants can reveal an applicant's race, religion, age, and other protected information, which could lead to unfair disqualification of some candidates.

Recruitment in Russia

Typically, Russian firms consider each candidate for a job to fit into one of three concentric circles (Domsch & Lidokhover, 2007). This concept can be seen in Figure B-1. When hiring, the firm starts looking for candidates by considering the people comprising the center

circle and then works outward. The innermost circle represents the internal labor market (ILM) – the company’s current workers. The second circle represents the extended internal labor market (EILM) – people who have connections with the innermost circle, such as family, friends, and professional contacts of the company’s current employees. The outer circle represents the external labor market (ELM) – people who have no connection to the company. Russian firms show a strong preference for hiring from the EILM over the ELM, and for hiring from the ILM over the EILM. This pattern has been seen since the early 1990s, surviving through many major changes and turmoil in Russia.

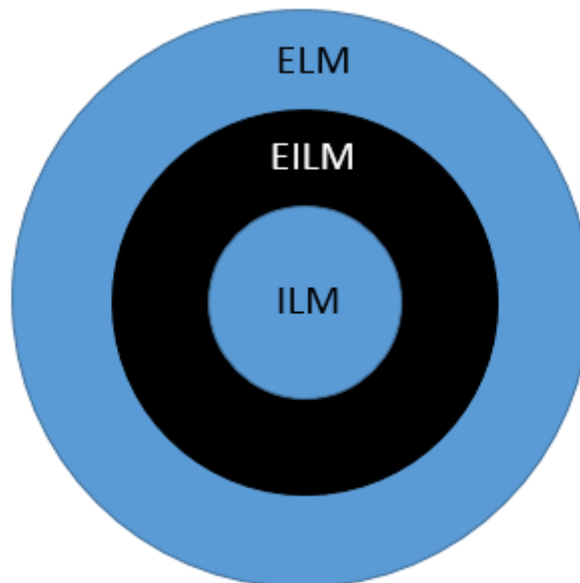


Figure B-1. Three concentric circle model of hiring. (Domsch and Lidokhover, 2007)

Employers start looking for qualified candidates for job openings in the innermost circle and work outward until a suitable candidate is found (Domsch and Lidokhover, 2007). ILM is the internal labor market, EILM is the extended internal labor market, and ELM is the external labor market.

When a company has a vacant position to fill, they will first look for a current employee who would be suitable for the position (Domsch & Lidokhover, 2007). This has several benefits for the company – reduced hiring costs and knowledge of the worker’s skills, personality, and potential. This type of hiring also benefits the company’s employees, as they already understand the requirements of the employer and are likely to know about the job.

If the company cannot find a suitable candidate within the ILM, they then extend their search to the EILM (Domsch and Lidokhover, 2007). Job candidates learn about companies, and vice versa, through personal contacts (i.e. employees of the company). This method helps to improve the fit between employers and job candidates, increasing the likelihood that a candidate, if hired, will remain at the company for a long time. Since most Russian companies do not specify job requirements when hiring, it makes it more difficult for them to know what skills and qualifications they need in a new employee. Current employees often know which skills the employer values, providing the opportunity to recommend someone for the position. In addition, hiring a person who already knows one of the employees ensures that the new employee will be quickly socialized into the firm. This proves to be important in acquiring implied knowledge from the other employees and the culture of the workplace. This process also ensures that the new employee will be loyal to the manager. In Russia, loyalty to the boss is sometimes valued more than skills. Job candidates referred by company employees are generally at least somewhat similar to their referrer. If a firm is happy with its workforce, it can fill positions while keeping the culture of the workforce the same by hiring from personal networks. It is estimated that in the 1990s, between 60% and 75% of all job vacancies in Russia were filled through personal networks – the EILM.

When a firm cannot find a suitable candidate internally or through personal contacts of the internal network, it turns to the external labor market (Domsch & Lidokhover, 2007). This is done as a last resort because it is thought to be ineffective and expensive. For an attractive job advertised in the mass media, 90% of applicants are unqualified and 99% of applicants are not a good fit for the company. While mass media advertisements are cheap, the high cost of screening so many unfit candidates makes finding candidates through the external labor market expensive. The tedious and time-consuming process of finding a suitable candidate through the ELM makes the process ineffective.

Private Recruitment Agencies

In Russia (and especially Moscow), private recruitment agencies find candidates for both skilled and unskilled jobs, doing the work of attracting suitable candidates for large companies (Domsch & Lidokhover, 2007). These agencies first appeared in the early 1990s and have grown ever since. In 2004, there were about one thousand such agencies operating in Russia, with 350 of those agencies located in Moscow. According to Domsch and Lidokhover's report such agencies are quite successful in Moscow in terms of revenue.

Appendix C: Survey Questions

English Version of Trial Student Survey

Researching Career Choices Among University Students in Moscow

This survey was designed by a group of university students who are exploring how students choose their majors/careers. All information collected is anonymous and will be used for research purposes only. Thank you for taking the time to complete this survey.

1. Which university do you attend?

- ☐ The Financial University under the Government of the Russian Federation
- ☐ High School of Economics (HSE)
- ☐ Plekhanov Russian University of Economics (PRUE)
- ☐ Bauman State University
- ☐ New Economic School
- ☐ The Moscow Institute of Physics and Technology (MIPT)
- ☐ Moscow State Institute of International Relations (MGIMO)
- ☐ The Russian Presidential Academy of National Economy and Public Administration (RANEPA)
- ☐ Other: _____

2. How old are you?

- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ Other: _____

3. What year will you graduate?

- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ Other: _____

4. What is the highest level of education you plan on earning?

- ☐ Bachelor's
- ☐ Master's
- ☐ PhD
- ☐ Other: _____

5. What is your university major?

- ☐ Economics
- ☐ Finance
- ☐ Management
- ☐ Other: _____

6. What industry do you want to work in?

- ☐ Government
- ☐ Law
- ☐ Consulting
- ☐ Oil
- ☐ Other: _____

7. Do you already have a job secured for after you graduate?

- ☐ Yes
- ☐ No

8. If yes to previous question, what company are you going to work for after graduation?

9. Have you had an internship in the past related to your major?

- ☐ Yes
- ☐ No

10. How did you choose which career you want when you graduate? Check all that apply.

- ☐ It is a field I am very interested in
- ☐ It is a field I am good at
- ☐ Job outlook is good
- ☐ Average salaries are high
- ☐ Previous internship experience
- ☐ Recommendation from a relative/friend/professor, etc
- ☐ I am following the path of my relative/friend/other role model
- ☐ I want to work for a specific company that requires a certain career choice
- ☐ I chose the university I wanted to attend first and then chose a career based on what was offered there
- ☐ I don't know what career I want
- ☐ Other: _____

11. How similar is your chosen career to the chosen careers of your parents?

- ☐ Completely different career
- ☐ Similar career
- ☐ Same career

12. How do you usually learn about job opportunities? Check all that apply.

- ☐ Friends
- ☐ Family
- ☐ Professional contact
- ☐ Company representative
- ☐ Around campus (e.g. bulletin boards)
- ☐ Campus career center
- ☐ Company website
- ☐ Career search website
- ☐ Social media (e.g. LinkedIn)
- ☐ Other: _____

13. Have you used the career center at your university in the past year?

- ☐ Yes
- ☐ No

14. If yes, what did you use the career center for? Check all that apply.

- ☐ Resume Critique
- ☐ Cover Letter Critique
- ☐ Job Search Strategies
- ☐ Career Fair
- ☐ Networking/LinkedIn
- ☐ Interview Skills
- ☐ Other: _____

15. What factors influence your desire to work for a certain company? Check all that apply.

- ☐ Location
- ☐ Size (how many people)
- ☐ Company reputation
- ☐ Opportunity to advance
- ☐ Opportunity to travel
- ☐ Internship
- ☐ Salary and benefits
- ☐ Work environment
- ☐ Charity work done by company
- ☐ Friends/family who already work at company
- ☐ Other:_____

16. What is the TOP factor that influences your desire to work for a certain company?

If you had two attractive job offers from two companies, which factor would be the most important in choosing one to accept?

- ☐ Location
- ☐ Size (how many people)
- ☐ Company reputation
- ☐ Opportunity to advance
- ☐ Opportunity to travel
- ☐ Internship
- ☐ Salary and benefits
- ☐ Work environment
- ☐ Charity work done by company
- ☐ Friends/family who already work at company
- ☐ Other:_____

17. When considering a job offer, what are you most concerned about?

- ☐ Number of weekly hours
- ☐ Salary
- ☐ Relationship with manager
- ☐ Job stability
- ☐ Advancement opportunities
- ☐ Travel opportunities
- ☐ Other: _____

18. How long do you plan to stay at your first employer (first place you work after graduating university)?

- ☐ Indefinitely (until retirement)
- ☐ Until I get a better offer from another company
- ☐ Until I can get a job closer to my “dream” job or a job in the industry I would like to work in
- ☐ Until I feel that my talents are not being utilized
- ☐ I don’t plan to stay at my first job for my entire career, but I don’t yet know why or when I would leave.
- ☐ Other: _____

19. Which companies would you most likely want to work for? Check all that apply.

- ☐ Deloitte
- ☐ KPMG
- ☐ EY
- ☐ PwC
- ☐ Gazprom
- ☐ Rosneft
- ☐ Sberbank
- ☐ Lukoil

☐ Other: _____

20. What kind of company would you most likely want to work for? Check all that apply.

- ☐ Russian company
- ☐ Russian government
- ☐ Western company
- ☐ Eastern company
- ☐ Other: _____

21. Where are you from?

- ☐ Russia
- ☐ Europe
- ☐ United States
- ☐ Asia

22. Where do you most want to work after graduation?

- ☐ Moscow or St. Petersburg
- ☐ Other Russian city
- ☐ United Kingdom
- ☐ Other European country
- ☐ United States
- ☐ Asia
- ☐ Other: _____

23. Do you have any other comments about this topic?

24. Do you have any feedback about the questions that were asked? Were any of the questions confusing to you?

English Version of Final Student Survey

Researching Career Choices Among University Students in Moscow

This survey was designed by a group of university students who are exploring how students choose their majors/careers. All information collected is anonymous and will be used for research purposes only. Thank you for taking the time to complete this survey.

1. Which university do you attend?

- ☐ The Financial University under the Government of the Russian Federation
- ☐ High School of Economics (HSE)
- ☐ Plekhanov Russian University of Economics (PRUE)
- ☐ Bauman State University
- ☐ New Economic School
- ☐ The Moscow Institute of Physics and Technology (MIPT)
- ☐ Moscow State Institute of International Relations (MGIMO)
- ☐ The Russian Presidential Academy of National Economy and Public Administration (RANEPA)
- ☐ Moscow State University
- ☐ Other: _____

2. How old are you?

- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ Other: _____

3. What is your sex?

- ☐ Male
- ☐ Female

4. What year will you graduate?

- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ Other:_____

5. What is the highest level of education you plan on earning?

- ☐ Bachelor's
- ☐ Master's
- ☐ PhD
- ☐ Other:_____

6. What is your university major?

- ☐ Economics
- ☐ Finance
- ☐ Management
- ☐ Audit
- ☐ Mathematics
- ☐ Other:_____

7. Where are you from?

- ☐ Russia
- ☐ Europe
- ☐ United States
- ☐ Asia
- ☐ Other: _____

Page 2: Career Choices

8. Do you already have a job secured for after you graduate?

- ☐ Yes
- ☐ No

9. If yes to previous question, what company are you going to work for after graduation?

10. Have you had an internship in the past related to your major?

- ☐ Yes
- ☐ No

11. What is the most important factor for you when choosing a career?

- ☐ It is a field I am very interested in
- ☐ It is a field I am good at
- ☐ Job outlook is good
- ☐ Average salaries are high
- ☐ Previous internship experience
- ☐ Recommendation from a relative/friend/professor, etc.
- ☐ I am following the path of my relative/friend/other role model
- ☐ I want to work for a specific company that requires a certain career choice

- ☐ I chose the university I wanted to attend first and then chose a career based on what was offered there
- ☐ I don't know what career I want
- ☐ Other: _____

12. How similar is your chosen career to the chosen careers of your parents?

- ☐ Completely different career
- ☐ Similar career
- ☐ Same career

13. How do you usually learn about job opportunities? Check all that apply.

- ☐ Friends
- ☐ Family
- ☐ Company representative
- ☐ Around campus (e.g. bulletin boards)
- ☐ Campus career center
- ☐ Company website
- ☐ Career search website
- ☐ Social media (e.g. LinkedIn)
- ☐ Other: _____

14. Have you used the career center at your university in the past year?

- ☐ Yes
- ☐ No

15. If yes, what did you use the career center for? Check all that apply.

- ☐ Resume Critique
- ☐ Cover Letter Critique
- ☐ Job Search Strategies

- ☐ Career Fair
- ☐ Interview Skills
- ☐ Other: _____

16. What factors influence your desire to work for a certain company? Check all that apply.

- ☐ Location
- ☐ Size (how many people)
- ☐ Company reputation
- ☐ Opportunity to advance
- ☐ Opportunity to travel
- ☐ Internship
- ☐ Salary and benefits
- ☐ Work environment
- ☐ Charity work done by company
- ☐ Friends/family who already work at company
- ☐ Other: _____

17. What is the TOP factor that influences your desire to work for a certain company? If you had attractive job offers from two companies, which factor would be the most important in choosing one to accept?

- ☐ Location
- ☐ Size (how many people)
- ☐ Company reputation
- ☐ Opportunity to advance
- ☐ Internship
- ☐ Salary and benefits
- ☐ Work environment
- ☐ Charity work done by company
- ☐ Friends/family who already work at company

- Other: _____

18. When considering a job offer, what are you most concerned about?

- Number of weekly hours
- Salary
- Relationship with manager
- Job stability
- Advancement opportunities
- Travel opportunities
- Other: _____

19. How long do you plan to stay at your first employer (first place you work after graduating university)?

- Indefinitely (until retirement)
- Until I get a better offer from another company
- Until I can get a job closer to my "dream" job or a job in the industry I would like to work in
- Until I feel that my talents are not being utilized
- I don't plan to stay at my first job for my entire career, but I don't yet know why or when I would leave
- Other: _____

20. What kind of company would you most likely want to work for? Check all that apply.

- ☐ Russian Company
- ☐ Russian Government
- ☐ Western Company in Russia
- ☐ Eastern Company in Russia
- ☐ Other: _____

21. Where do you most want to work after graduation?

- ☐ Moscow or St. Petersburg
- ☐ Other Russian city
- ☐ United Kingdom
- ☐ Other European country
- ☐ United States
- ☐ Asia
- ☐ Other: _____

Page 3: Internship Questions

Participants are only directed here if they answered, “yes” to number 10.

22. Would you work at the same company as your internship after graduation?

- ☐ Yes
- ☐ No

23. Would you work in the same industry as your internship after graduation?

- ☐ Yes
- ☐ No

Page 4: Industry

24. What industry do you most want to work in?

- ☐ Government
- ☐ Law
- ☐ Business (including finance and consulting)
- ☐ Oil/Energy
- ☐ Retail/Products
- ☐ Technology
- ☐ Banking

- Transportation
- Other: _____

Page 5: Business Companies

Participants are only directed here if they answered, “Business (including finance and consulting)” to number 24.

25. Which companies would you most want to work for? Check all that apply.

- ☐ EY (Ernst & Young)
- ☐ Deloitte
- ☐ KPMG
- ☐ PwC (PricewaterhouseCoopers)
- ☐ The Boston Consulting Group (BCG)
- ☐ McKinsey & Company
- ☐ Moscow Exchange MICEX-RTS
- ☐ Bain & Company
- ☐ VTB Capital
- ☐ Rusnano
- ☐ Other: _____

Page 6: Oil/Energy Companies

Participants are only directed here if they answered, “Oil/Energy” to number 24.

26. Which companies would you most want to work for? Check all that apply.

- ☐ Gazprom
- ☐ Rosneft
- ☐ Lukoil
- ☐ Transneft
- ☐ Tatneft

- ☐ Surgutneftegas
- ☐ General Electric
- ☐ Other:_____

Page 7: Retail/Product Companies

Participants are only directed here if they answered, "Retail/Products" to number 24.

27. Which companies would you most want to work for? Check all that apply.

- ☐ L'Oréal Group
- ☐ Unilever
- ☐ Proctor & Gamble (P&G)
- ☐ Nestlé
- ☐ Coca-Cola Hellenic
- ☐ Mars
- ☐ IKEA
- ☐ Johnson & Johnson
- ☐ PepsiCo
- ☐ Adidas Group
- ☐ Danone
- ☐ Other:_____

Page 8: Technology Companies

Participants are only directed here if they answered, "Technology" to number 24.

28. Which companies would you most want to work for? Check all that apply.

- ☐ Google
- ☐ Microsoft
- ☐ Yandex
- ☐ IBM

- ☐ Samsung
- ☐ General Electric
- ☐ Other:_____

Page 9: Banking Companies

Participants are only directed here if they answered, "Banking" to number 24.

29. Which companies would you most want to work for? Check all that apply.

- ☐ Goldman Sachs
- ☐ Sberbank
- ☐ Alfabank
- ☐ J.P. Morgan
- ☐ VTB24
- ☐ Deutsche Bank
- ☐ Bank of Moscow
- ☐ Morgan Stanley
- ☐ Other:_____

Page 10: Transportation

Participants are only directed here if they answered, "Transportation" to number 24.

30. Which companies would you most want to work for? Check all that apply.

- ☐ BMW
- ☐ Volkswagen
- ☐ Toyota
- ☐ Russian Railways
- ☐ Daimler/Mercedes-Benz
- ☐ Nissan
- ☐ Other:_____

Page 11: Final Comments

31. Do you have any other comments about this topic?

Confirmation Page

Your response has been recorded. Thank you for your time. If you are interested in winning a first prize of a 2000 Ruble Starbucks gift card, please follow this link.

<http://goo.gl/forms/bNswMoN3QC>.

Russian Version of Final Student Survey

Исследование карьерных предпочтений студентов университетов Москвы

Это исследование проводится группой студентов, изучающих карьерные предпочтения студентов. Вся собранная информация анонимна и будет использоваться только при проведении исследования. Спасибо за участие в опросе.

1. В каком высшем учебном заведении Вы учитесь?

- ☐ Финансовый Университет при Правительстве Российской Федерации (ФУ)
- ☐ Национальный Исследовательский Университет «Высшая Школа Экономики» (НИУ ВШЭ)
- ☐ Российский Экономический Университет имени Г. В. Плеханова (РЭУ им. Г. В. Плеханова)
- ☐ Московский Государственный Технический Университет им. Н. Э. Баумана (МГТУ им. Н.Э. Баумана)
- ☐ Российская Экономическая Школа (РЭШ)
- ☐ Московский Физико-Технический Институт (государственный университет) (МФТИ)
- ☐ Московский Государственный Институт Международных Отношений (МГИМО)
- ☐ Российская Академия Народного Хозяйства и Государственной Службы при Президенте Российской Федерации (РАНХиГС)
- ☐ Московский государственный университет (МГУ)
- ☐ Другой: _____

2. Ваш возраст?

- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21

- ☐ 22
- ☐ 23
- ☐ Другой: _____

3. Ваш пол:

- ☐ Женский
- ☐ Мужской

4. В каком году Вы заканчиваете обучение?

- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ Другой: _____

5. Какой самый высокий уровень образование Вы планируете получать?

- ☐ Бакалавр
- ☐ Магистр
- ☐ Кандидат наук
- ☐ Другой: _____

6. Какая Ваша специализация?

- ☐ Экономика
- ☐ Финансы
- ☐ Менеджмент
- ☐ Аудит
- ☐ Математика
- ☐ Другой: _____

7. Откуда Вы?

- ☐ Россия
- ☐ Европа
- ☐ США
- ☐ Азия
- ☐ Другой: _____

Страница 2: Карьерный выбор

8. Ждет ли Вас место в какой-нибудь компании после Вашего обучения? Например в семейной компании или при целевом наборе

- ☐ Да
- ☐ Нет

9. Если Вы ответили да на предыдущий вопрос, в какой компании Вы будете работать?

10. Был ли у Вас опыт стажировок по Вашей специальности?

- ☐ Да
- ☐ Нет

11. Что легло в основу выбора Вашей специализации?

- ☐ Эта сфера мне очень интересна.
- ☐ Мне удастся работа в этой сфере.
- ☐ Эта сфера имеет хорошие перспективы для трудоустройства.
- ☐ Высокий уровень средней заработной платы.
- ☐ Предыдущий опыт стажировки
- ☐ Рекомендация родственников/друзей/учителей.
- ☐ Личный опыт родственников/друзей/знакомых

- Я хочу работать в определенной компании, которая требует наличия такого образования.
- Сначала я поступил в университет, который хотел, а уже затем выбрал направление обучения, которое предлагалось.
- Я не знаю, кем я хочу быть
- Другой: _____

12. На сколько совпадет Ваш выбор профессии со сферой деятельности Ваших родителей?

- Абсолютно разные сферы
- Схожие направления
- Та же самая профессия

13. Откуда Вы обычно узнаете о вакансиях? Отметьте все, что подходит.

- ☐ От друзей
- ☐ От родных
- ☐ От представителей компаний
- ☐ В стенах университета
- ☐ В центре трудоустройства в моем университете
- ☐ На сайте компании
- ☐ На специализированных карьерных порталах
- ☐ В социальных сетях
- ☐ Другой: _____

14. Пользовались ли Вы центром трудоустройства в Вашем университете в течение прошлого года?

- Да
- Нет

15. Если Вы ответили да, как Вам помог центр трудоустройства? Отметьте все, что подходит

- ☐ Помощь с заполнением резюме
- ☐ Помощь с сопроводительным письмом
- ☐ Помощь в поиске вакансий
- ☐ Организация ярмарок вакансий
- ☐ Советы по прохождению интервью
- ☐ Другой: _____

16. Какие факторы влияют на Ваше желание работать в какой-либо компании? Отметьте все, что подходит

- ☐ Удобное расположение
- ☐ Размер компании
- ☐ Репутация компании
- ☐ Возможность карьерного роста
- ☐ Наличие командировок
- ☐ Стажировка
- ☐ Заработная плата и привилегии
- ☐ Дружный коллектив
- ☐ Благотворительная деятельность, проводимая компанией
- ☐ Друзья/родственники, которые согласились бы работать в этой компании.
- ☐ Другой: _____

17. Если бы Вам предоставили 2 предложения о работе, что бы стало решающим фактором?

- ☐ Удобное место расположения.
- ☐ Размер компании.
- ☐ Репутация компании
- ☐ Возможность карьерного роста

- Стажировка
- Заработная плата и привилегии
- Дружный коллектив.
- Благотворительная деятельность, совершенная компанией.
- Друзья/родственники, которые согласились бы работать в этой компании.
- Другой: _____

18. Что Вы учитываете при поиске вакансии больше всего?

- Количество часов в неделю
- Заработная плата
- Отношения в коллективе
- Стабильность компании
- Перспективы на рабочем месте
- Наличие командировок
- Другой: _____

19. Как долго Вы планируете работать на Вашей первой работе по специальности?

- До конца. (Пока не уволят)
- Пока не получу более выгодное предложение от другой компании.
- Пока не получу предложение о работе моей мечты
- Пока не пойму, что мои таланты пропадают зря.
- Я не планирую строить карьеру на первом рабочем месте. Еще не знаю почему и когда я сменю место работы.
- Другой: _____

20. В какой компании Вам бы хотелось работать больше всего? Отметьте все, что подходит

- ☐ Российская компания
- ☐ Российское Правительство

- ☐ Западной компании в России
- ☐ Восточной компании в России
- ☐ Другой: _____

21. Где Вам больше всего хотелось бы работать после завершения обучения?

- ☐ Россия (Москва, Санкт-Петербург).
- ☐ Россия (в других городах)
- ☐ Великобритания
- ☐ Другие города Европы
- ☐ США
- ☐ Азия
- ☐ Другой: _____

Страница 3: Вопросы о стажировке

Participants are only directed here if they answered, "yes" to number 10.

22. Вы бы хотели работать в той же компании в которой Вы проходили стажировку?

- ☐ Да
- ☐ Нет

23. Вы бы хотели работать в той же области в которой Вы проходили стажировку?

- ☐ Да
- ☐ Нет

Страница 4: Отрасль

24. Какая отрасль для Вас самая привлекательная?

- ☐ Государственная служба
- ☐ Право

- Консалтинг
- Нефтегазовая отрасль
- Продажи
- Высокие технологии
- Банковская деятельность
- Автомобили/Транспорт
- Другой: _____

Страница 5: Бизнес-компании

Participants are only directed here if they answered, "Business (including finance and consulting)" to number 24.

25. В какой из представленных компаниях Вы бы скорее всего согласились работать?

Отметьте все, что подходит

- ☐ KPMG
- ☐ EY
- ☐ Deloitte
- ☐ PwC
- ☐ The Boston Consulting Group (BCG)
- ☐ McKinsey & Company
- ☐ Moscow Exchange MICEX-RTS (Московская Биржа)
- ☐ Bain & Company
- ☐ VTB Capital
- ☐ Rusnano
- ☐ Другой: _____

Страница 6: Нефтегазовый сектор и энергетика

Participants are only directed here if they answered, "Oil/Energy" to number 24.

26. В какой из представленных компаниях Вы бы скорее всего согласились работать?

Отметьте все, что подходит

- ☐ Газпром
- ☐ Роснефть
- ☐ Лукойл
- ☐ Транснефть
- ☐ Татнефть
- ☐ Сургутнефтегаз
- ☐ General Electric (GE)
- ☐ Другой: _____

Страница 7: Производство и потребительский сектор

Participants are only directed here if they answered, "Retail/Products" to number 24.

27. В какой из представленных компаниях Вы бы скорее всего согласились работать?

Отметьте все, что подходит

- ☐ L'Oreal Group
- ☐ Unilever
- ☐ Proctor & Gamble (P&G)
- ☐ Nestle
- ☐ Coca-Cola Hellenic
- ☐ Mars
- ☐ IKEA
- ☐ LVMH Moët Hennessy - Louis Vuitton
- ☐ Johnson & Johnson
- ☐ PepsiCo
- ☐ Adidas Group
- ☐ Danone
- ☐ Другой: _____

Страница 8: Высокие технологии

Participants are only directed here if they answered, "Technology" to number 24.

28. В какой из представленных компаниях Вы бы скорее всего согласились работать?

Отметьте все, что подходит

- ☐ Google
- ☐ Microsoft
- ☐ Yandex
- ☐ IBM
- ☐ Samsung
- ☐ General Electric
- ☐ Другой: _____

Страница 9: Банковский сектор

Participants are only directed here if they answered, "Banking" to number 24.

29. В какой из представленных компаниях Вы бы скорее всего согласились работать?

Отметьте все, что подходит

- ☐ Goldman Sachs
- ☐ Сбербанк
- ☐ Альфабанк
- ☐ J.P. Morgan
- ☐ VTB24
- ☐ Deutsche Bank
- ☐ Банк Москвы
- ☐ Morgan Stanley
- ☐ Другой: _____

Страница 10: Автомобили/Транспорт

Participants are only directed here if they answered, "Transportation" to number 24.

30. В какой из представленных компаниях Вы бы скорее всего согласились работать?

Отметьте все, что подходит

- ☐ BMW
- ☐ Volkswagen
- ☐ Toyota
- ☐ Российские Железные дороги
- ☐ Daimler/Mercedes-Benz
- ☐ Nissan
- ☐ Другой: _____

Страница 11: Ваши комментарии

31. Ваши комментарии

Confirmation Page

Ваши ответы были записаны. Спасибо вам за потраченное время. If you are interested in winning a first prize of a 2000 Ruble Starbucks gift card, please follow this link.

<http://goo.gl/forms/TbvHHPG0MW>.

Appendix D: Interview Protocols

Student Interview Protocol

Introduction:

Hello, my name is _____ and this is _____. We are students from Worcester Polytechnic Institute, an American University. We are conducting a research project. We are currently trying to identify Moscow-based students' motivations in choosing their career paths. Your responses in this interview will be very valuable to us, so we really appreciate your help. Would it be alright if we recorded this conversation for our own use? Please know that all information you give us will be kept anonymous. We do not need to know your name.

1. When will you be graduating from your university?
2. What is your major?
3. Why did you pick this major? What influenced your decision?
4. Have you ever had an internship? If so, where was it? what did you like about it? What did you dislike? What impact did your internship have on your future career choices?
5. Which industry attracts you the most as a career path? Why?
6. Is there a specific company in which you are especially interested? If so, why?
7. What would be your dream job? Why? What are the most significant factors that would make this a dream job?

Deloitte Junior Staff Interview Protocol

Introduction/Warm-Up

Hello, my name is _____ and this is _____. We are students from Worcester Polytechnic Institute, an American University. We are conducting research in conjunction with Deloitte and as a for-credit course for our university. We are currently trying to identify Moscow students' motivations in choosing their career paths. Your responses in this interview will be very valuable to us, and we really appreciate your help.

1. What is your name?
2. What is your job title and your department?
3. What does your job entail?
4. How long have you worked for Deloitte? This includes all positions you may have held in your time with the company.
5. Which university did you attend?

Core Questions

1. What was your university faculty? How did you choose it?
2. What is your highest academic degree? Do you plan on going back to school for additional education?
3. What process did you go through to find a job position?
4. What factors influenced your desire to work for a certain company?

5. Did you have an internship as a university student? If so, where? What did you like about it? What did you dislike? What impact did your internship have on your future career choices?
6. What is your top concern before accepting a job offer?
7. What companies, if any, did you work for before coming to Deloitte?
8. Why did you decide to work for Deloitte?
9. What was your perception of Deloitte's work environment before you were hired? How has your perception changed since then?
10. Do you hope that Deloitte will sponsor CFA or similar tests for you?
11. How would you like to advance your career in the next 5 years?
12. Do you feel like you have the opportunity to advance here? Why or why not?

Wrap-Up

1. Do you have any questions for us?
2. If we have any additional questions later on, would it be all right to contact you again?
3. Please email us at deloitte15@wpi.edu with any further questions or relevant information.
4. Thank you! Have a great day!

Career Center Representative Interview Protocol

Introduction/Warm-Up

Hello, my name is _____ and this is _____. We are students from Worcester Polytechnic Institute, an American University near Boston, Massachusetts. We are conducting research in conjunction with Deloitte and as a for-credit course for our university. We are currently trying to identify Moscow students' motivations in choosing their career paths. Your responses will be kept anonymous, and we really appreciate your help.

Questions About Project

1. How long have you been working at this university?
2. What does your job entail?
3. What services does your career center provide?
4. What is the career center most used for?
5. How many students visit the career center every year?
6. How do companies recruit students through the career center? What kinds of events are held by your career center? What are the major companies you work with?
7. How do you help students find jobs with appropriate companies?

Wrap-Up

1. Do you have any information that we can take with us to read later that can tell us more about the career center? For example, pamphlets or statistical reports? If we have any additional questions later on, would it be all right to contact you again?
2. Do you have any questions for us?
3. Please email us at deloitte15@wpi.edu with any further questions or relevant information.
4. Thank you! Have a great day!

Appendix E: Survey Results

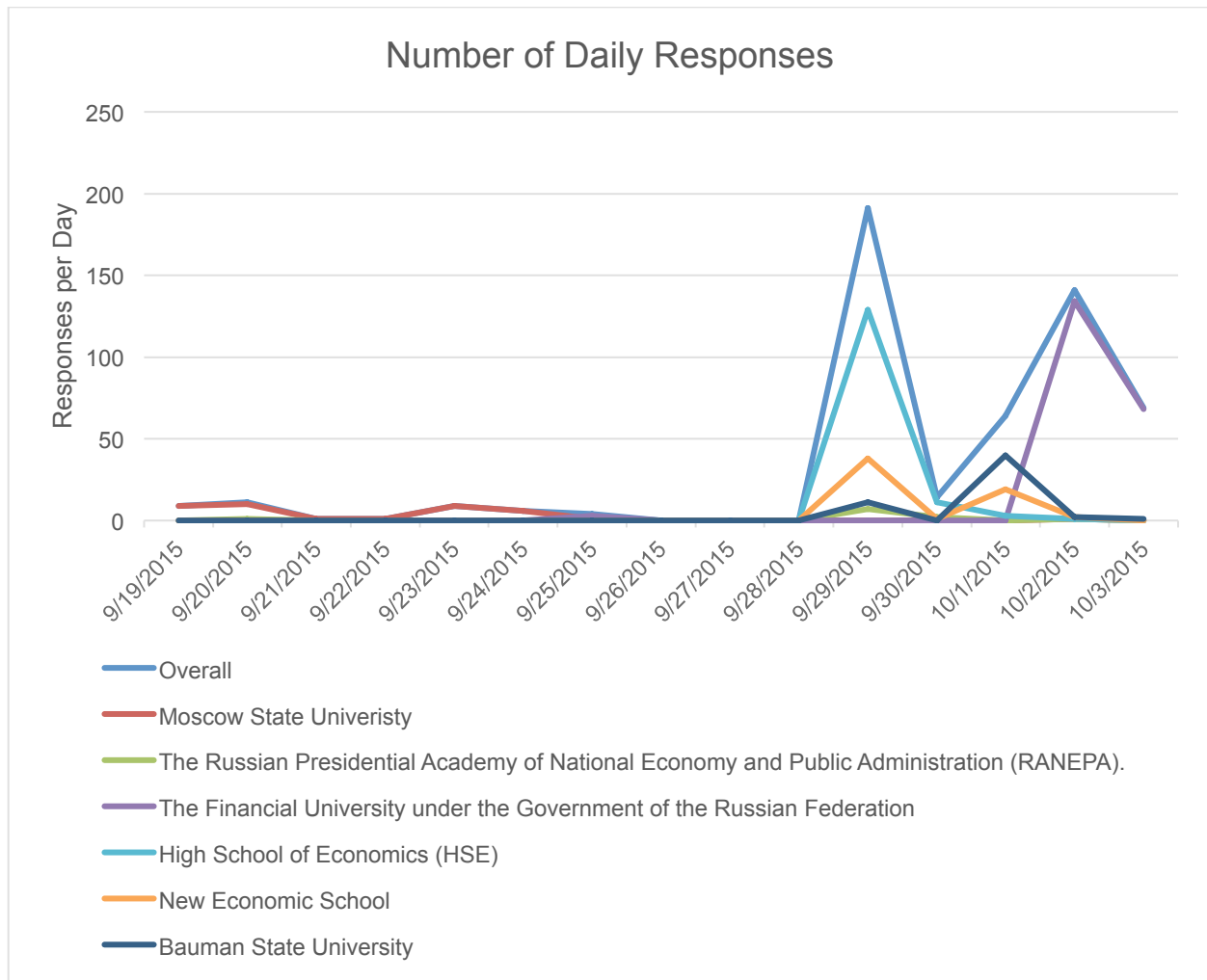


Figure E-1: Line graph of the number of daily responses from each university

Demographics

As stated in Chapter 3, our methodology included four types of data collection: a student survey, student interviews, career center interviews, and interviews with Deloitte junior staff members. After keeping the student survey open for seventeen days, we received 520 valid responses. Over the course of fifteen days, 26 students from several universities were

interviewed, as well as 4 career center representatives. In addition, we interviewed 10 Deloitte junior staff members.

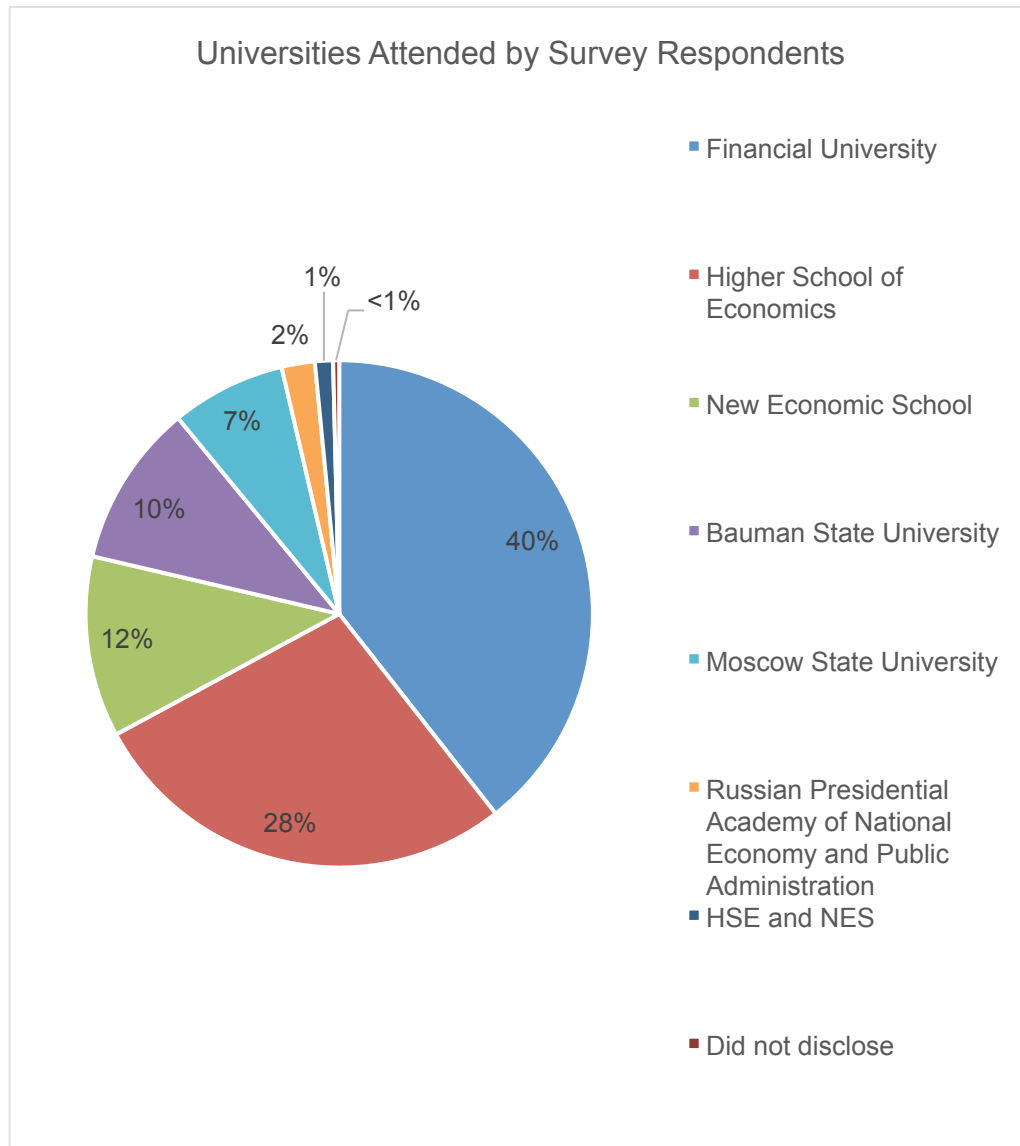


Figure E-2. This image shows the distribution of universities attended by survey respondents.

The distribution of the survey responses from all universities are as follows: 40% (205) from Financial University under the Government of the Russian Federation, 28% (144) from

Higher School of Economics, 12% (60) from New Economic School, 10% (54) from Bauman State University, 7% (38) from Moscow State University, 2% (11) from Russian Presidential Academy of National Economy and Public Administration (RANEPA), and 1% (6) attended both Higher School of Economics and New Economic School. In addition, 0.4% (2) of respondents did not answer the question. This data is shown in Figure E-2.

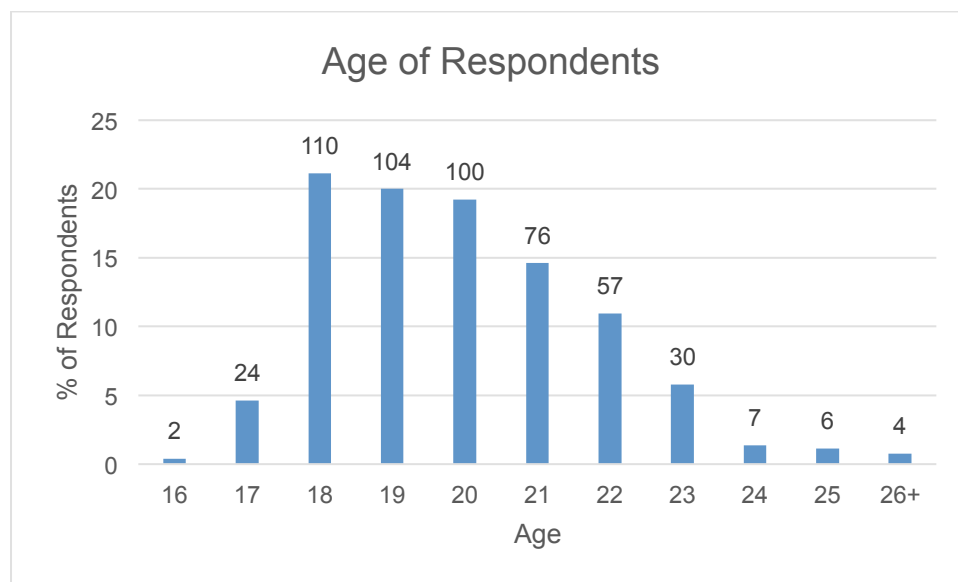


Figure E-3. Age Distribution of Survey Respondents

As is shown in Figure E-3, the ages of survey respondents had a skewed distribution, with a median age of 20.0, a mean age of 20.0, and a mode of 18.

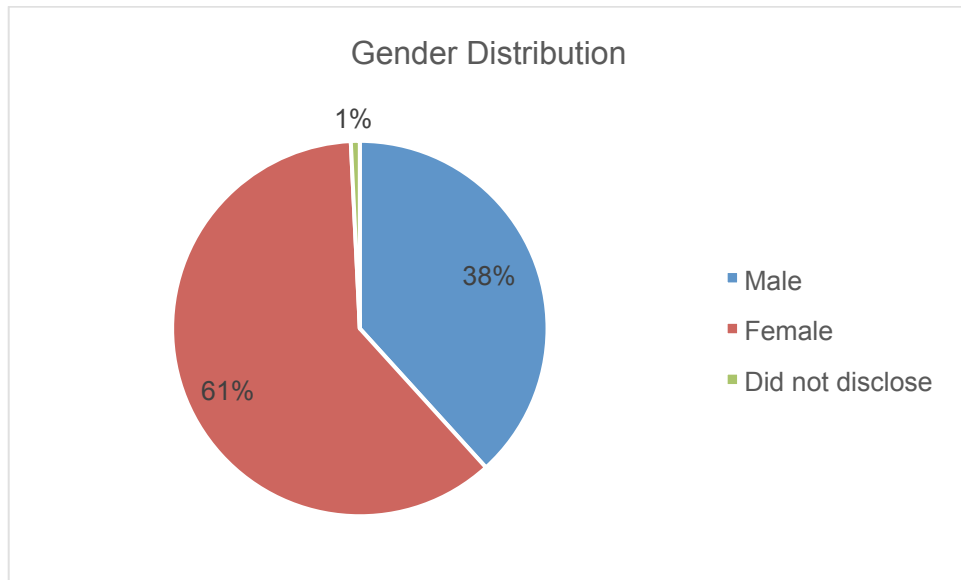


Figure E-4. Gender Distribution of Survey Respondents

As shown in Figure E-4, there was some inequality in the number of males and females answering the survey, with 61% (317) females and 38% (199) males. In addition, 1% (4) of students chose not to disclose their gender.

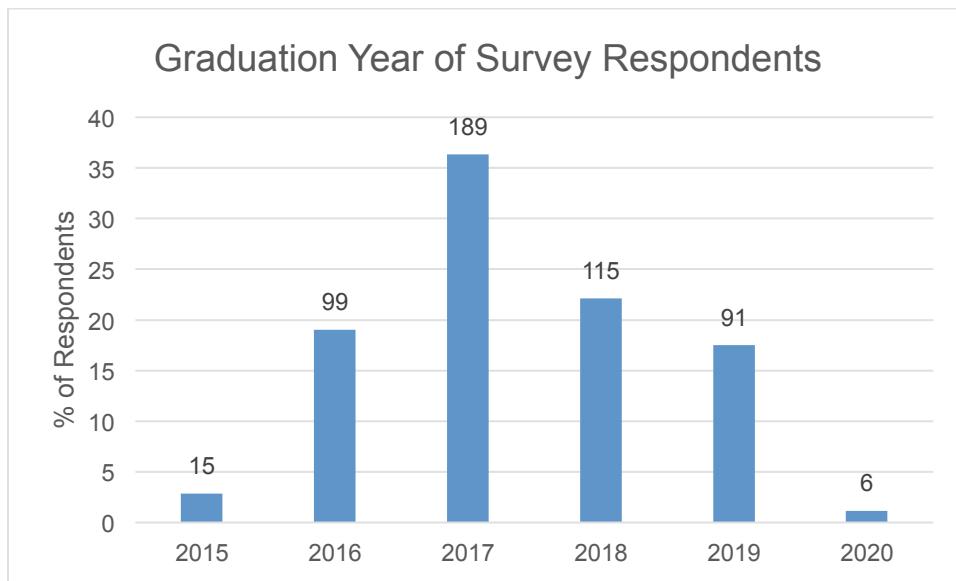


Figure E-5. Graduation Year Distribution of Survey Respondents

The largest graduation year sector in the survey was third-year students, comprising 36.3% (189) of the survey population.

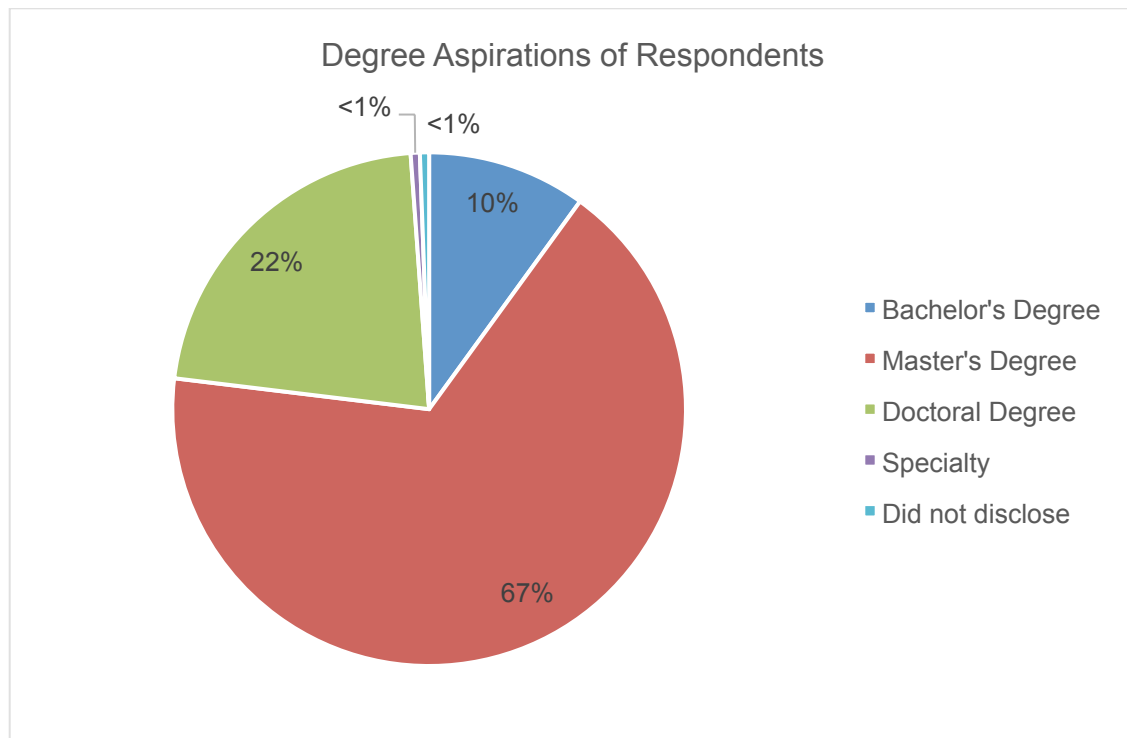


Figure E-6. Students' Desired Highest Degree

Of all survey respondents, 10% (52) of students plan to earn a Bachelor's Degree, 67% (348) plan to earn a Bachelor's Degree, 22% (114) a Doctoral Degree, and 1% (3) a Specialty. Three respondents did not answer the question.

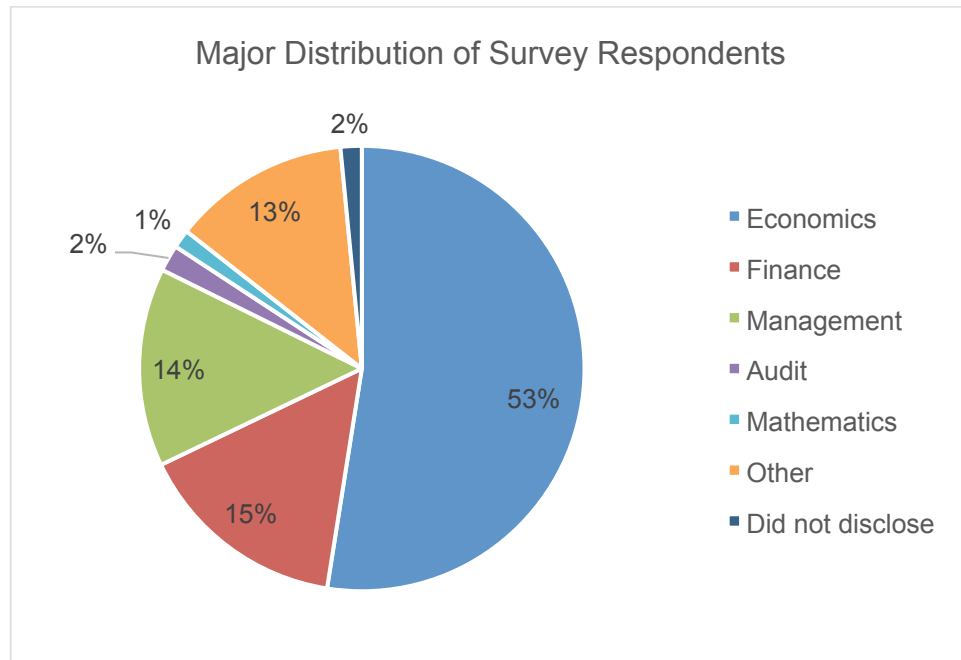


Figure E-7. University Major Distribution

From all the responses we received, 53% (273) of students were studying Economics, 15% (80) Finance, 14% (75) Management, 13% (67) others, 2% (10) Audit, 1% (7) Mathematics (See Figure E-7). Among the 13% studying majors not listed, engineering, law, politics, and social sciences were the most popular choices, comprising 51% of the “other” category. Eight respondents did not disclose.

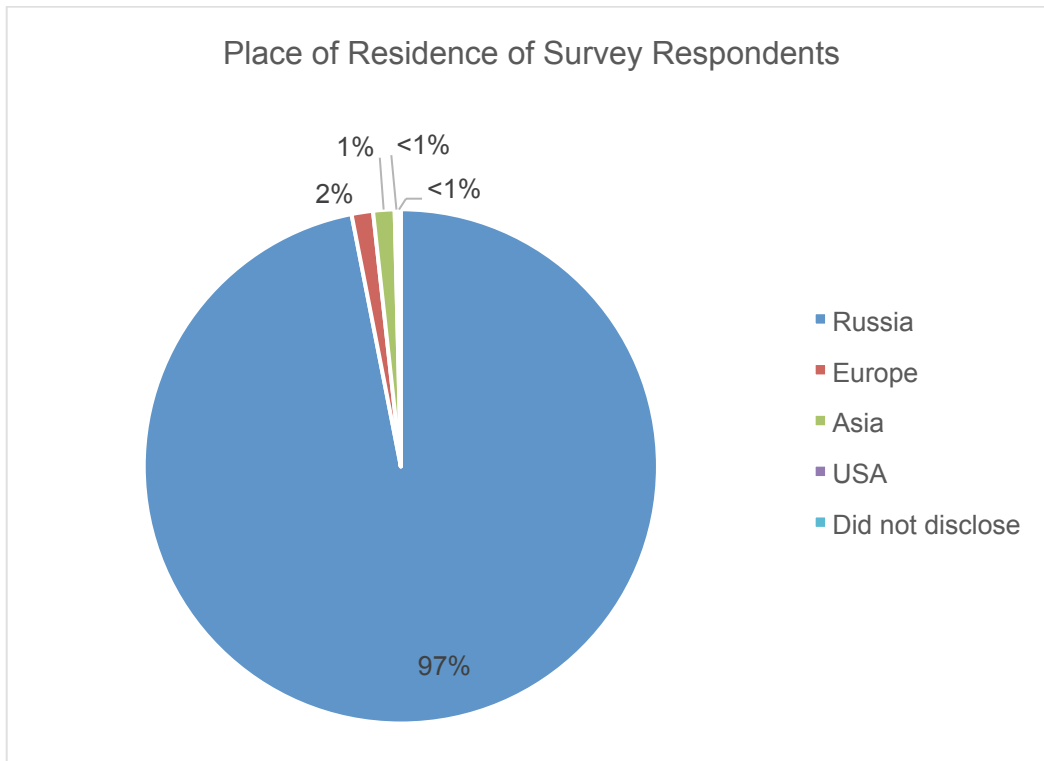


Figure E-8. Home Residence of Survey Respondents

Almost all survey respondents, 504, resided in Russia (97%), 2% (7) in Europe and 1% (7) in Asia. Additionally, one respondent was from the United States and one chose not to disclose their residency. The distribution is shown in Figure E-8.

Core Questions

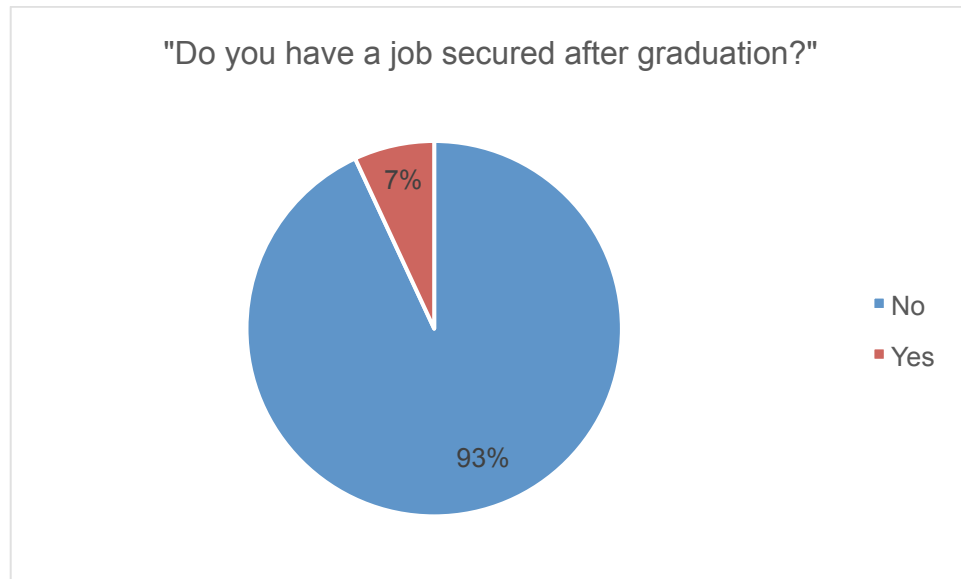


Figure E-9. Job Secured Percentage

The majority of respondents, 484, did not have a job secured after graduation. Only 7% (36) students have a job secured for after graduation (Figure E-9). The companies they are going to work for include KPMG, Sberbank, the Russian government, IBM, FTS, PwC, Thomson Reuters, TMF-Group, JSC "Clean Water", VIP International, RSC "Energia", MO, and businesses owned by their families.

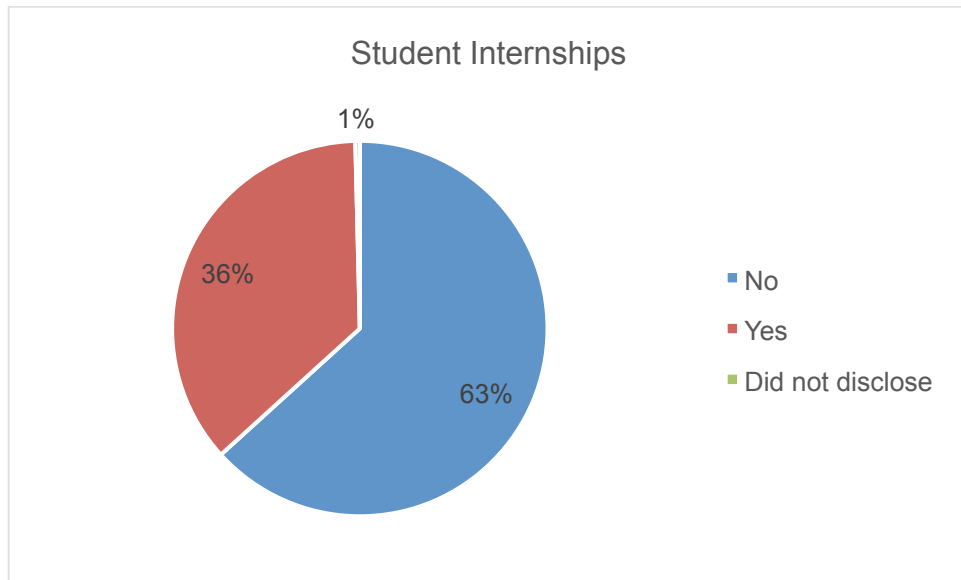


Figure E-10. Student Internships Percentage

From Figure E-10 above, we can see that only 36% (189) students have had an internship, while 63% (329) did not. Two students did not disclose.

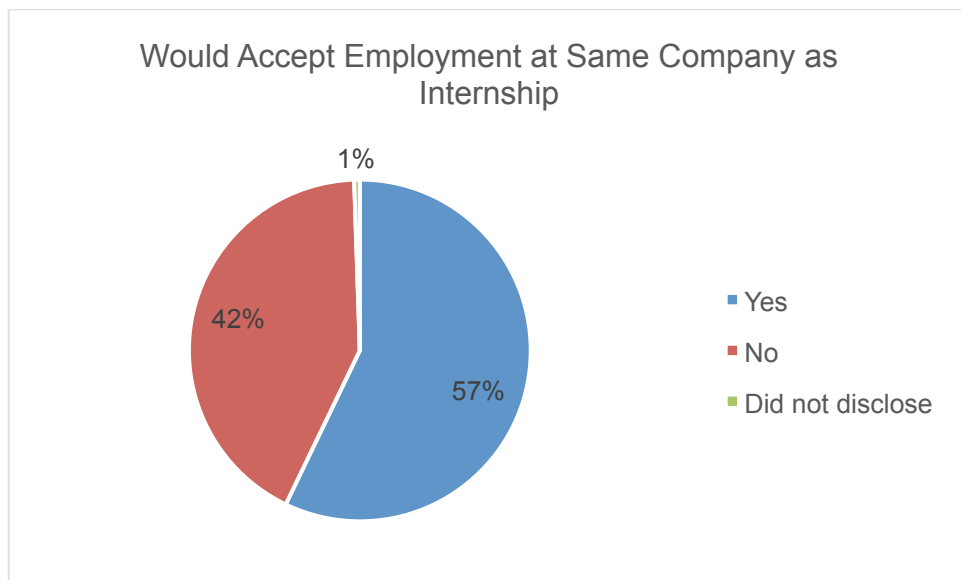


Figure E-11. Accept Employment at the Same Company Percentage

As we can see in Figure E-11, more than half (57%) 108 of students would like to work at the same company as their internship, while 42% (80) would not work at the same company. One student did not disclose.

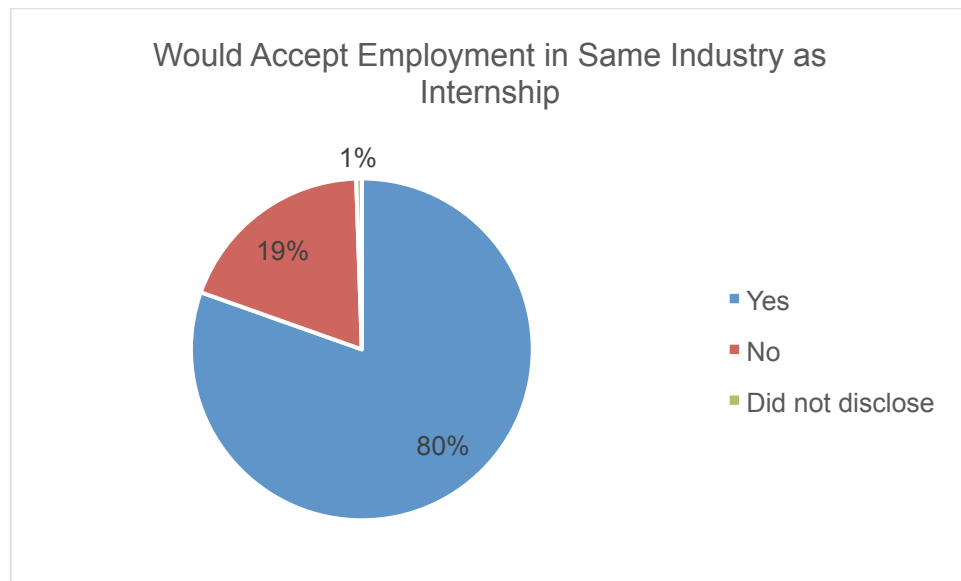


Figure E-12. Accept Employment in the Same Industry Percentage

According to Figure E-12, the majority of students (80% or 152) want to work in the same industry as their internship. Conversely, 19% (36) would not work in the same industry as their internship.

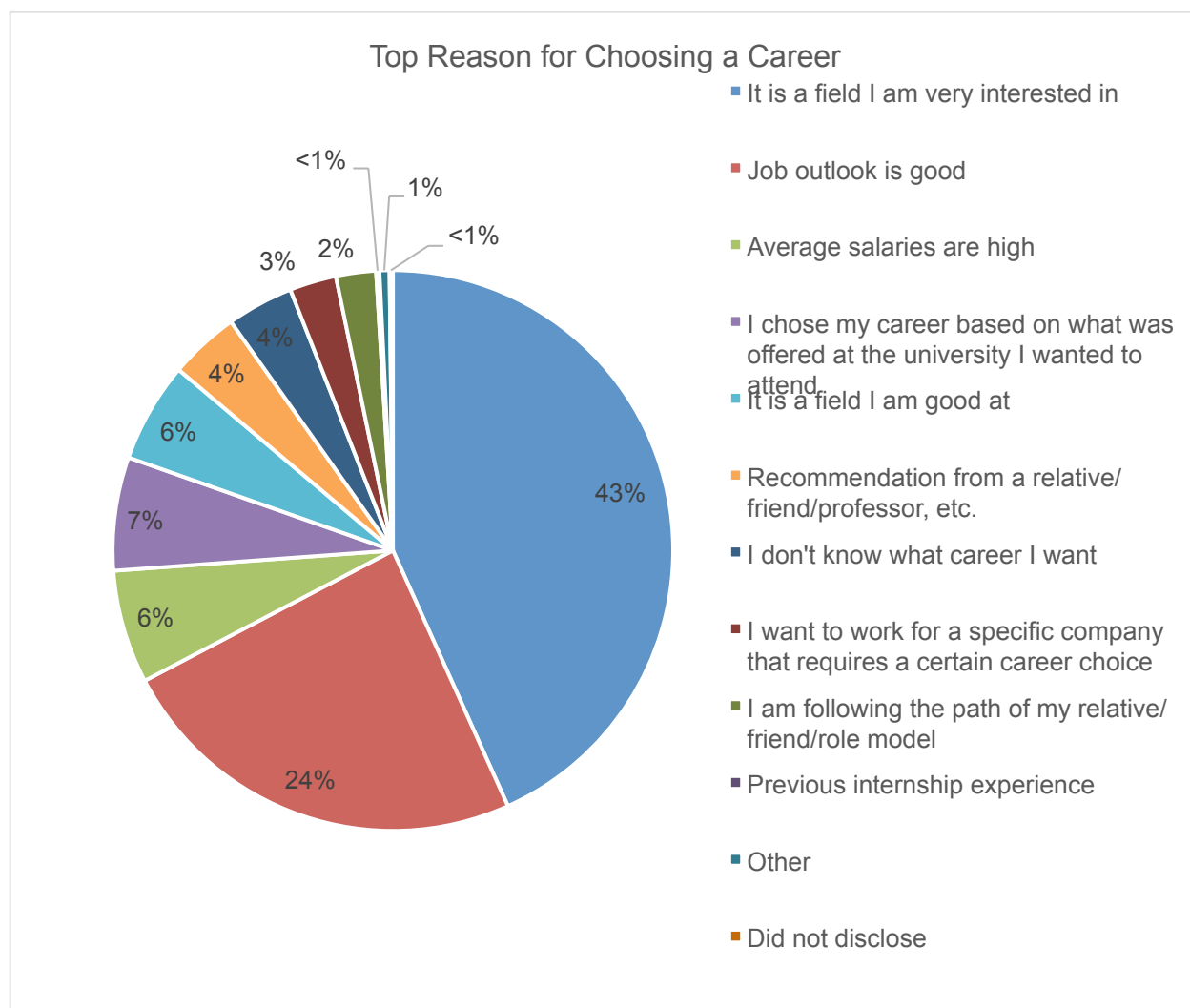


Figure E-13. Top Reason for Choosing a Career

The majority of students think that personal interest in the work and job outlook are the most important factors when it comes to choosing a career, 43% (225) and 24% (125), respectively (see Figure E-13). In addition, 7% (34) chose career based on what was offered at the university they wanted to attend, 6% (34) based on high salary prospects, 4% (21) based on recommendation from a relative/friend/professor, 3% (14) based on the company they knew they wanted to work for, 6% (30) chose their major because they were good at that field, 2%

(12) followed the career path of relative/friend/role model and 1% (3) chose their career for another reason. 4% (20) of respondents did not know what career they wanted. Only one respondent cited a previous internship experience as the reason for their career choice. One respondent did not disclose.

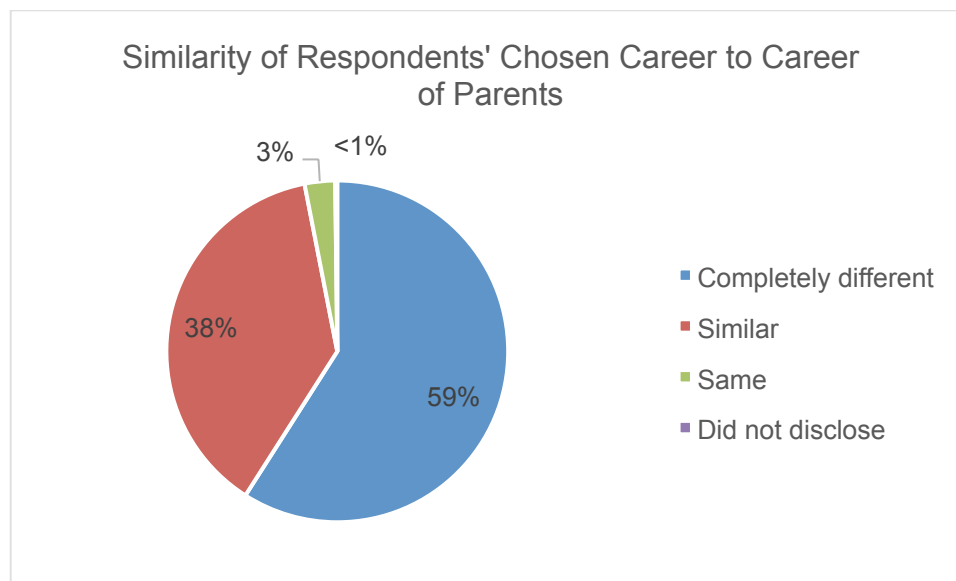


Figure E-14. Similarity of Students' Chosen Careers to Their Parents

Over 59% (307) of students think they are pursuing a totally different career path from their parents' career paths (Figure E-14). Around 38% (197) think they have similar career path as their parents and only 3% (15) think they have the same career path as their parents. One person did not disclose.

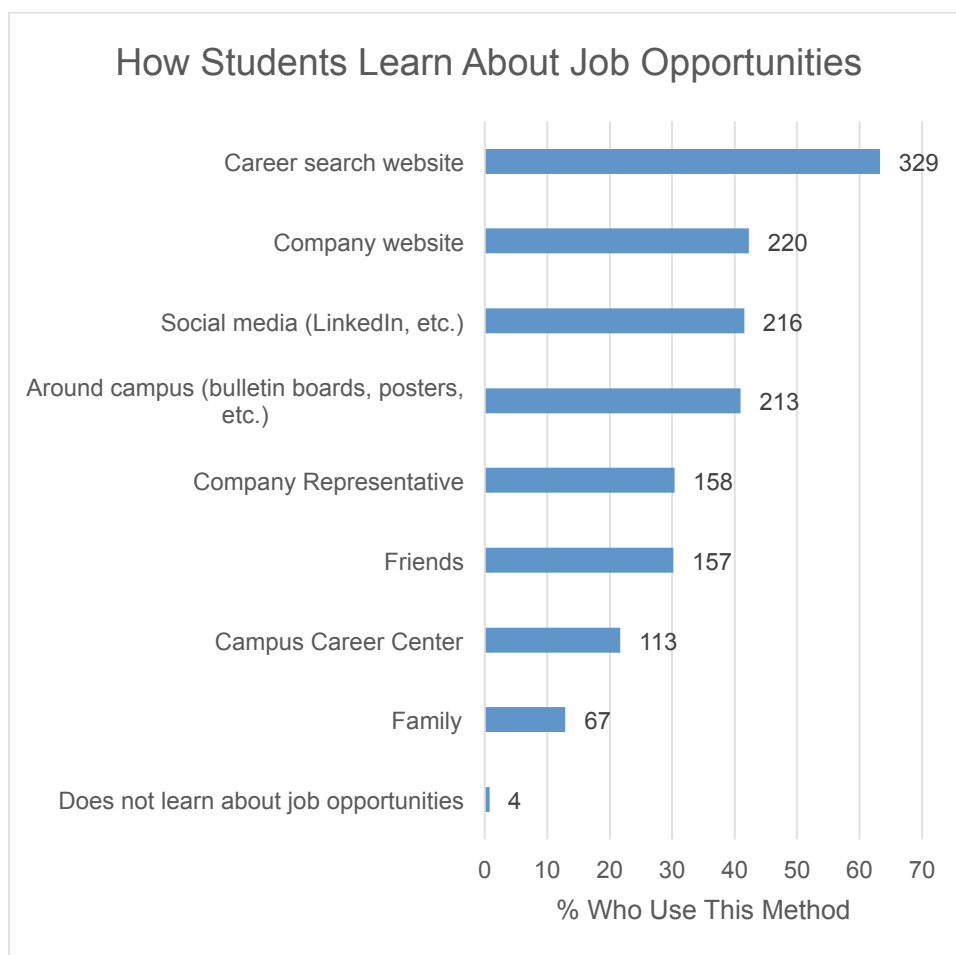


Figure E-15. How Students Learn About Job Opportunities

Most students (63.3%) learned about job opportunities on a career search website, at least in part (Figure E-15). Nearly equal amounts of people found out about job positions around campus (41.0%), on company websites (42.3%), and by social media (41.5%). One person did not disclose.

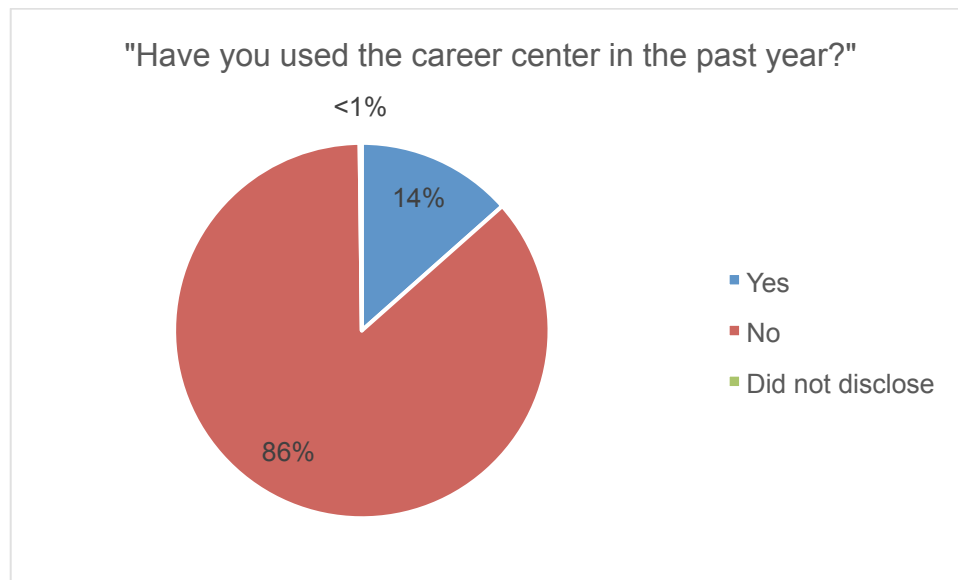


Figure E-16. Portion of Students Who Have Used the Career Center in the Last Year

As shown in Figure E-16, few students use the career centers at their universities. Only 14% (449) of students had used the career center in the past year, while 86% (70) said they did not. One student chose not to answer this question.

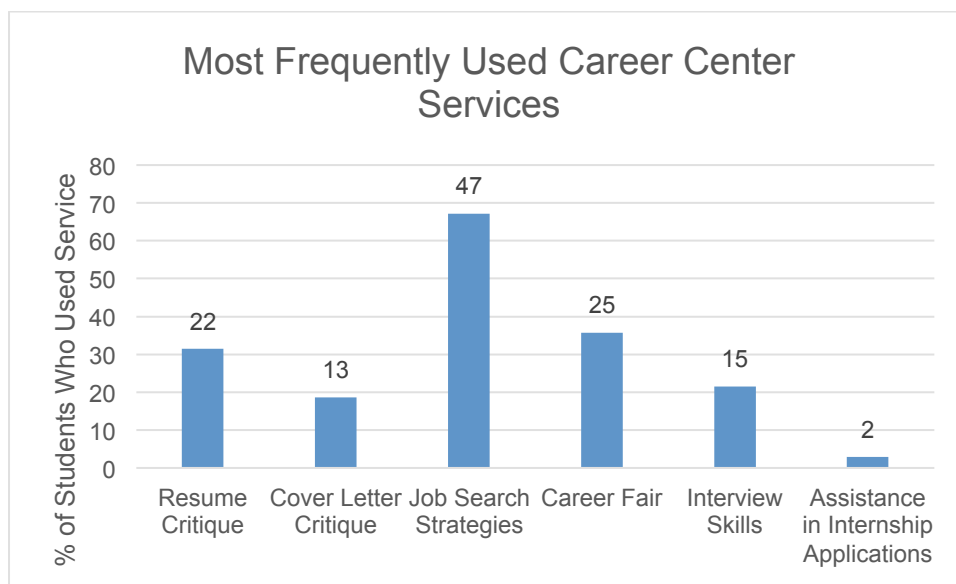


Figure E-17. Career Center Services Most Often Used by Students

Most students use the career center to learn about job search strategies (Figure E-17), with 67.1% (47) of all students who used the career center at their university taking advantage of this service. Two people did not disclose.

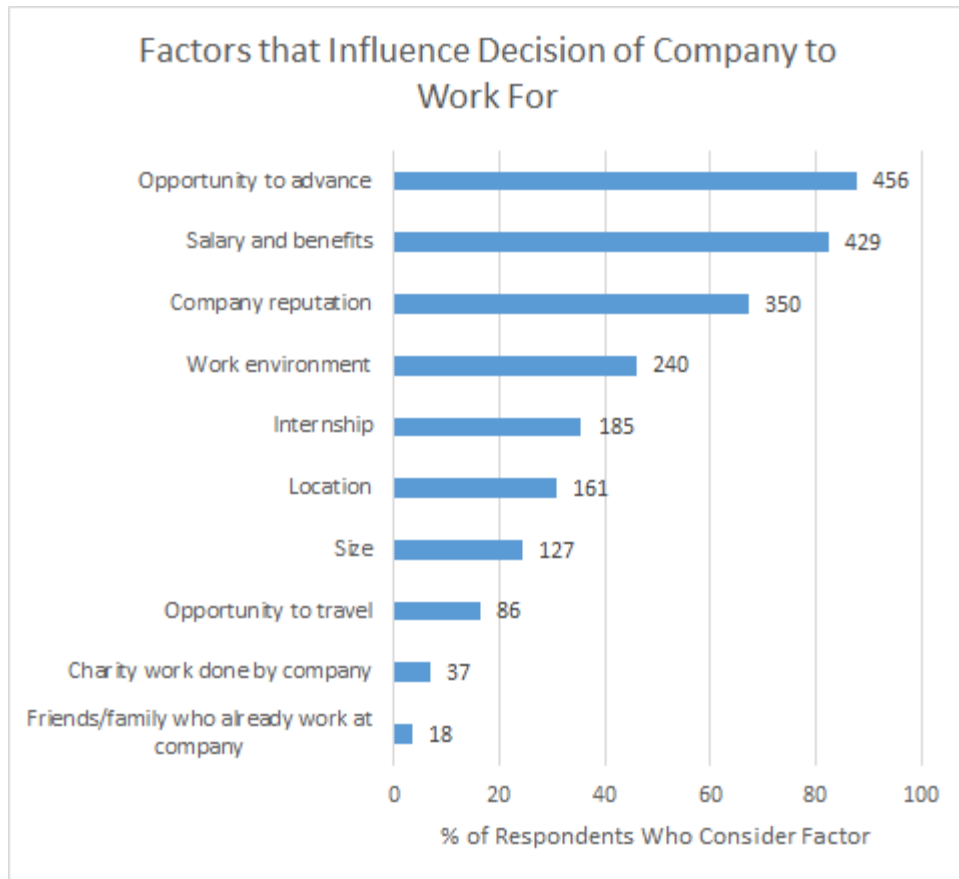


Figure E-18. Distribution of the Factors that Influence a Student's Decision When Choosing a Company to Work For

As shown in Figure E-18, most students (87.7% or 456) consider opportunity for advancement within the company. The next most important factors are salary and benefits (82.5% or 429), company reputation (67.3% or 350), and work environment (46.2% or 240). Internship programs were a factor for 36% (185) of respondents, while location was a factor for 31% (161). Size was a factor for 24% (127) of respondents, and the opportunity to travel was a factor for 17% (86) of respondents. The factors that were least important to students were people they knew who were employed by the company (3.5%) (18) and charity work performed by the company (7.1%) (37).

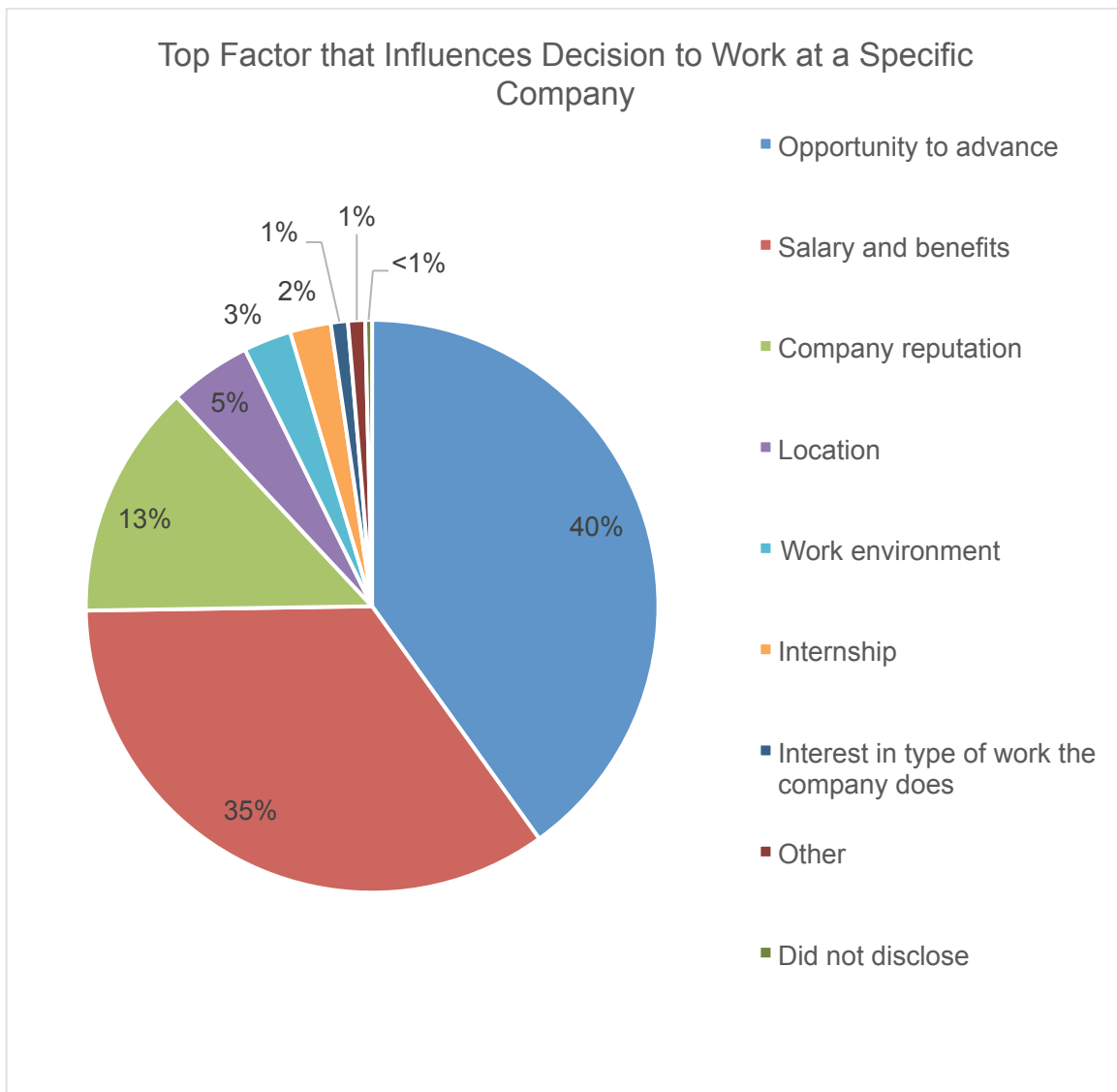


Figure E-19. Top Factor in Decision to Work for a Specific Company

Similarly to Figure E-19, which showed all the factors that are important to students when choosing a company to work for, Figure E-19 shows the factor that students chose as the most important when choosing a company. In asking this question, we asked students how they would decide which job offer to accept if they had offers from two companies that they were interested in working for. The results mimic those seen in Figure E-19, with 40% (208) of

respondents citing the opportunity to advance as the top factor they would consider in choosing a company to work for. After this, students would base their decisions on salary and benefits (35% or 180), company reputation (13% or 69), location (5% or 24), work environment (3% or 14), and internship (2% or 12). Interest in the work of the company accounted for 1% (5) of the responses to this question. Friends and family who worked at the company were still uninfluential in decisions (0.2%), and charity work done by the company, did not affect any decisions (0%). Other reasons account for 1% (5) of the responses. Two people did not disclose.

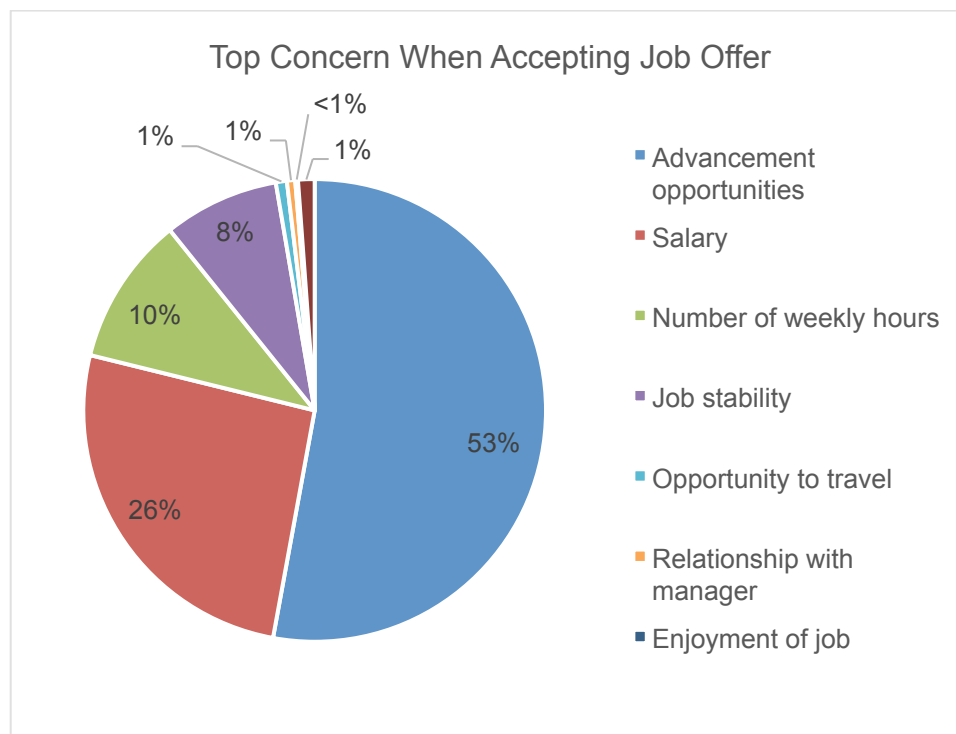


Figure E-20. Top Concerns of Survey Respondents when Accepting Job Offers

When accepting a job offer, most students (53% or 275) are concerned about their opportunities for advancement at the company they work for (Figure E-20). Many others are concerned with salary (26% or 135), number of weekly hours (10% or 54), job stability (8% or

42), travel opportunities (1% or 4), relationship with manager (1% or 3), and enjoyment of job (<1% or 1).

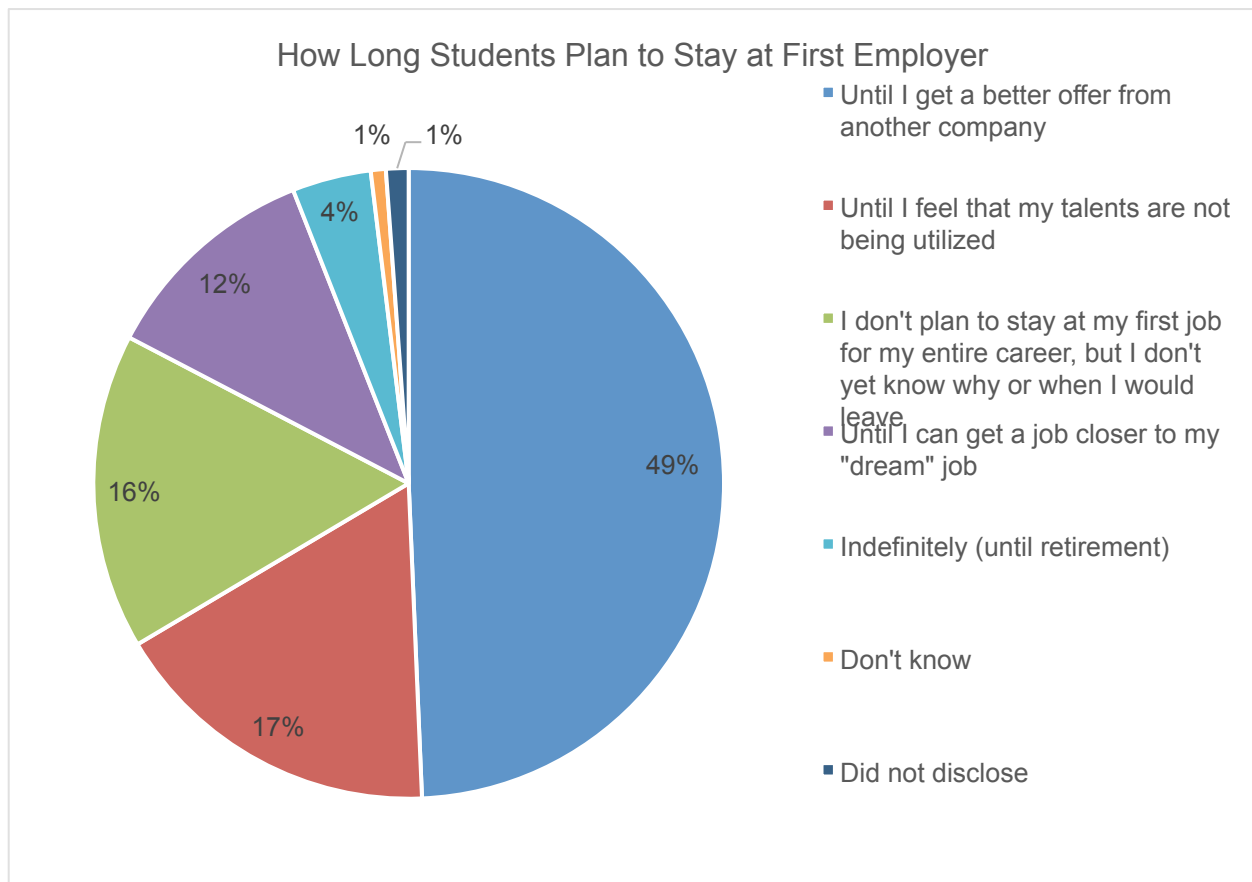


Figure E-21. Length of Time Survey Respondents Plan to Work for Their First Employer after Graduating University.

Nearly half (49% or 256) of respondents thought that they would not stay at their first employer for their entire career, instead starting at a new company when they were given a better offer (Figure E-21). Another 17% (89) planned to stay at their first employer until they felt that their talents could be better used elsewhere. An additional 16% (84) did not know why

or when they would leave their first employer, but thought that they would not for their first employer for their entire career. Several people, 59 (12%) said they would work at a company until they got closer to their dream job. Only 4% (21) of respondents thought that they would work at their first employer for their entire career. Four respondents did not know what they want. Six respondents did not answer the question.

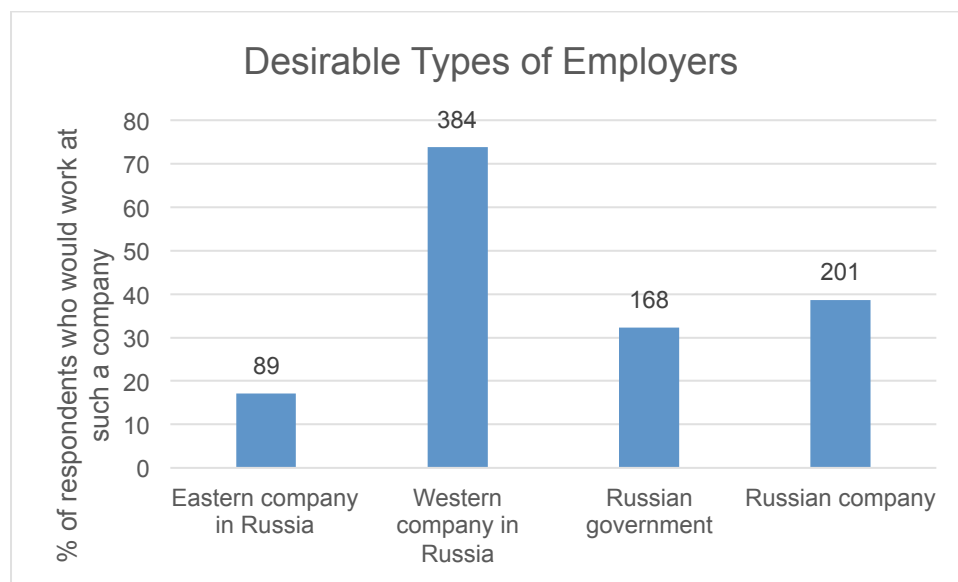


Figure E-22. Desired Types of Companies

As shown in Figure E-22, the majority (73.8%) of the students want to work for Western-based companies in Russia. Some want to work for Russian companies (38.7%) and the Russian government (32.3%). Relatively few want to work for an Eastern-based company in Russia (17.1%). Western companies in Russia are more attractive because they offer high salary and they have more comfortable atmosphere and friendly work environment according to Russian

students and Deloitte junior staff. Eleven respondents did not disclose. Three respondents did not answer.

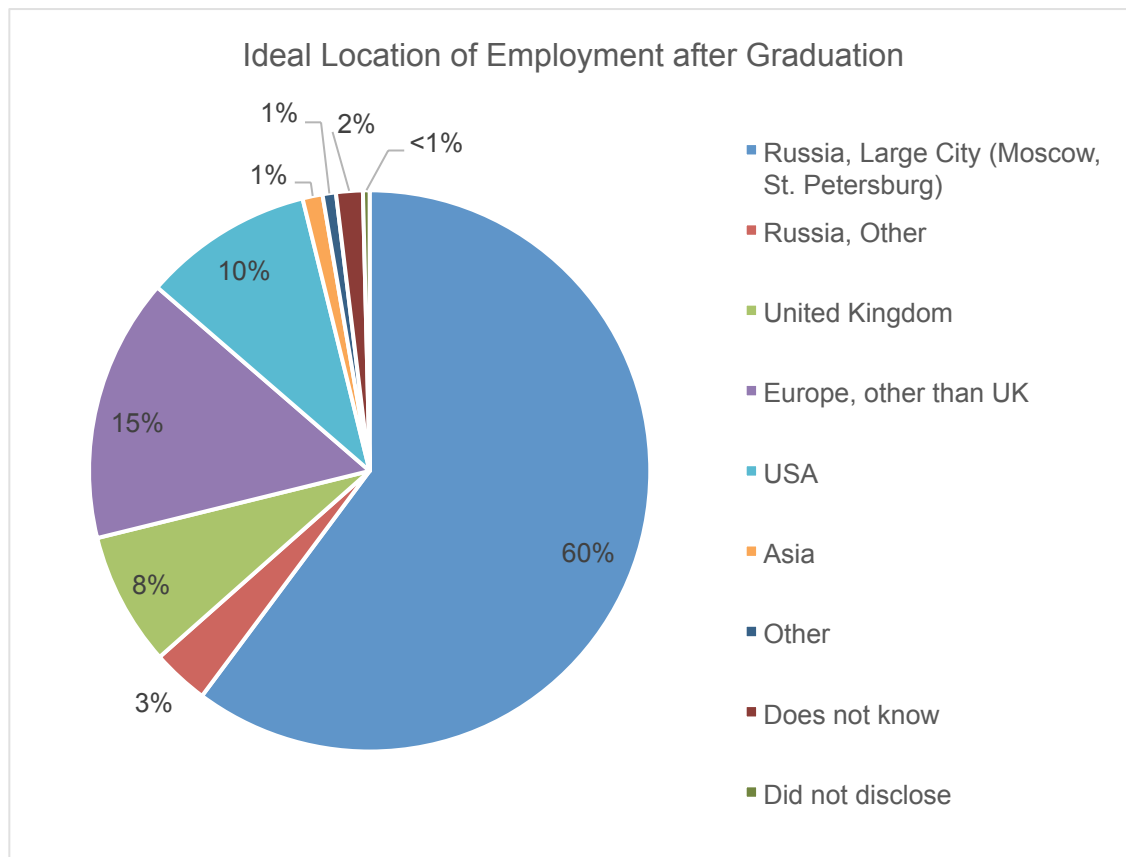


Figure E-23. Survey Respondents' Ideal Locations of Employment

As shown in Figure E-23, only 60% (313) of survey respondents want to work in large Russian cities (Moscow and St. Petersburg) and 3% (17) want to work in other places in Russia. This is low, considering that 97% of survey respondents are Russian citizens. This suggests that many students wish to find employment outside of their home country. This data supports the information about Russian emigration found in Chapter 2, Background. Among the students who would like to work outside Russia, 8% (40) of respondents would like to work in the United

Kingdom, 15% (79) in other European locations, 10% (51) in the United States, 1% (6) in Asia, and 1% (4) in other locations, including Australia, Africa, and Canada. Eight respondents did not know where they wanted to work. Two respondents did not answer the question.

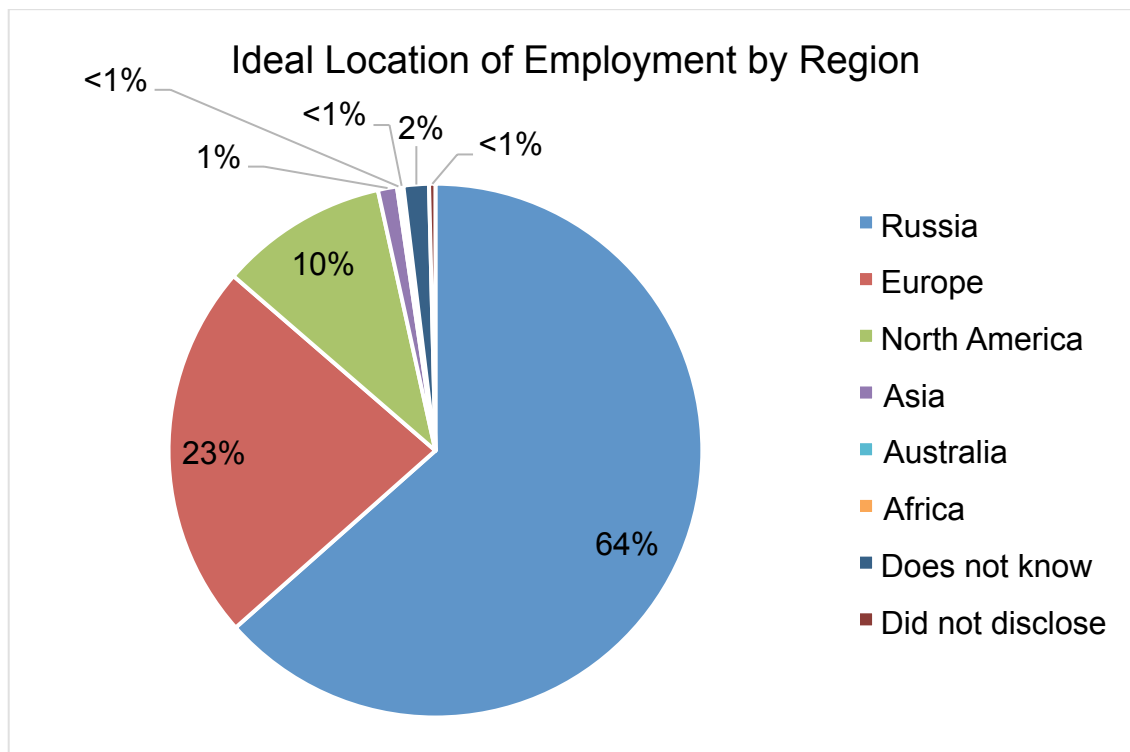


Figure E-24. Survey Respondents' Ideal Location of Employment by Region.

Similar to the data shown in Figure E-23, Figure E-24 shows ideal employment locations by regions of the world. It was found that only 64% (330) of respondents want to stay in Russia for employment, while 23% (119) would like to work in Europe, 10% (53) would like to work in North America, 1% (6) in Asia, and less than 1% (2) in both Australia and Africa. Overall, 34.6% (180) of respondents would like to get a job outside Russia.

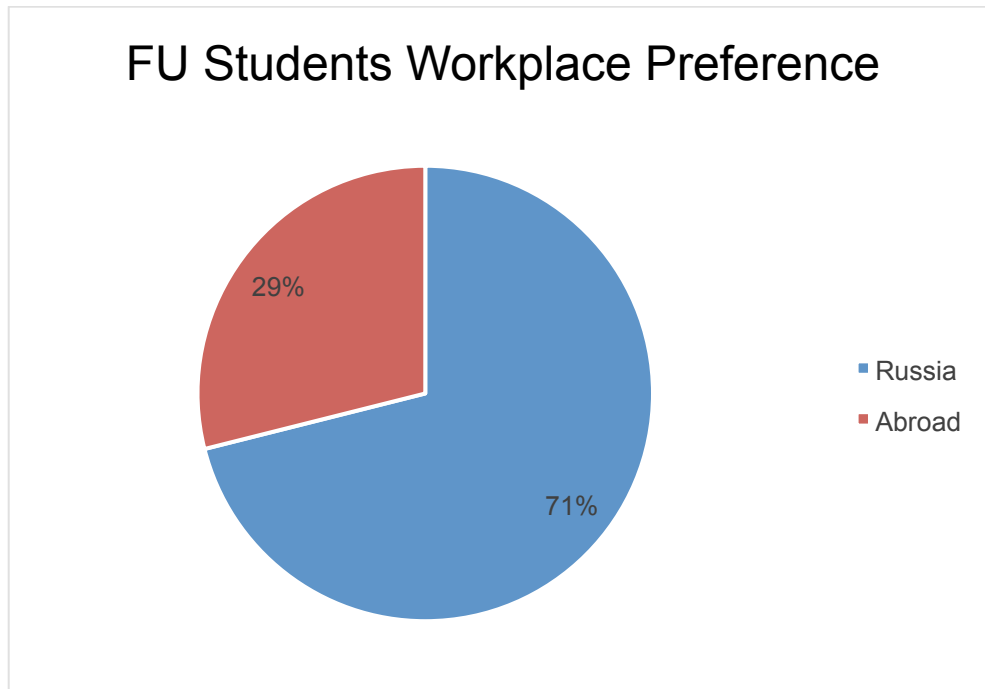


Figure E-25. Financial University Students' Workplace Preferences

Figure E-25 shows us that most of the Financial University students would like to stay in Russia (71% or 145) and only 29% (59) want to work abroad.

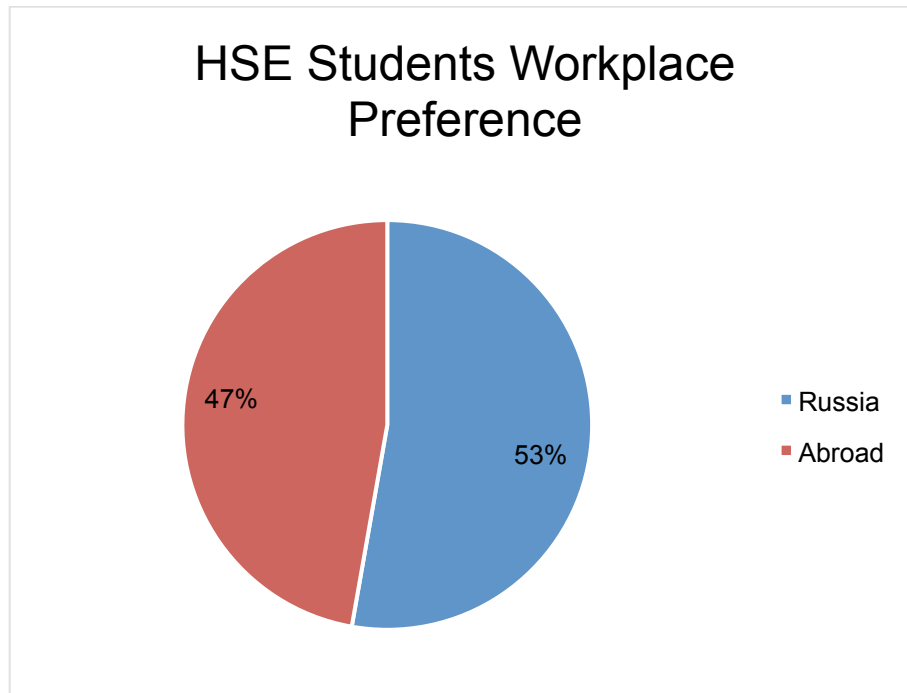


Figure E-26. HSE Students' Workplace Preferences

Figure E-26 shows us that most of the NES students would like to stay in Russia (53% or 76) and only 47% (68) want to work abroad.

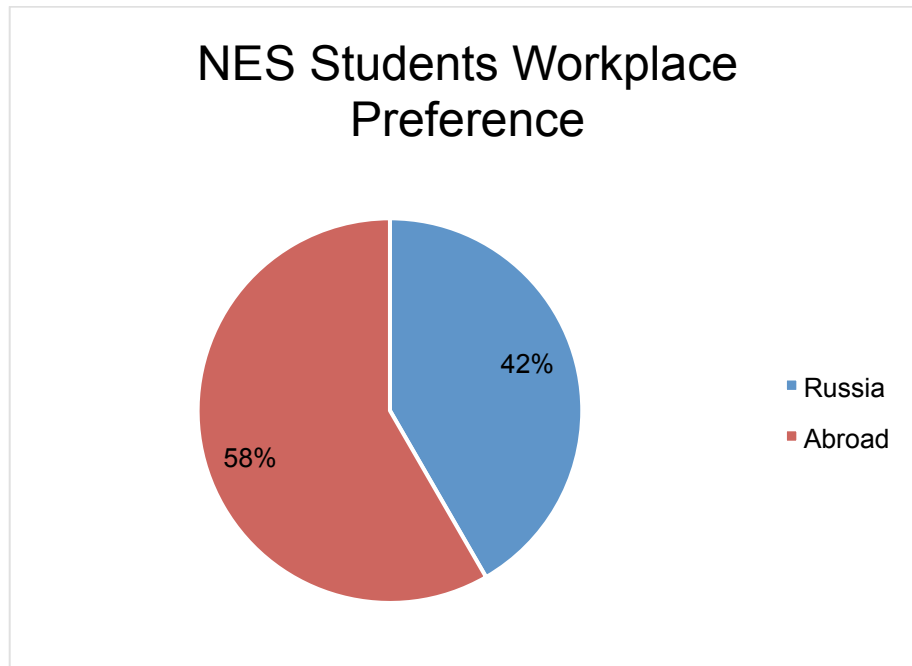


Figure E-27. NES Students' Workplace Preferences

Figure E-27 shows us that 58% (35) of NES students want to work abroad after graduation, while 42% (25) wish to stay in Russia.

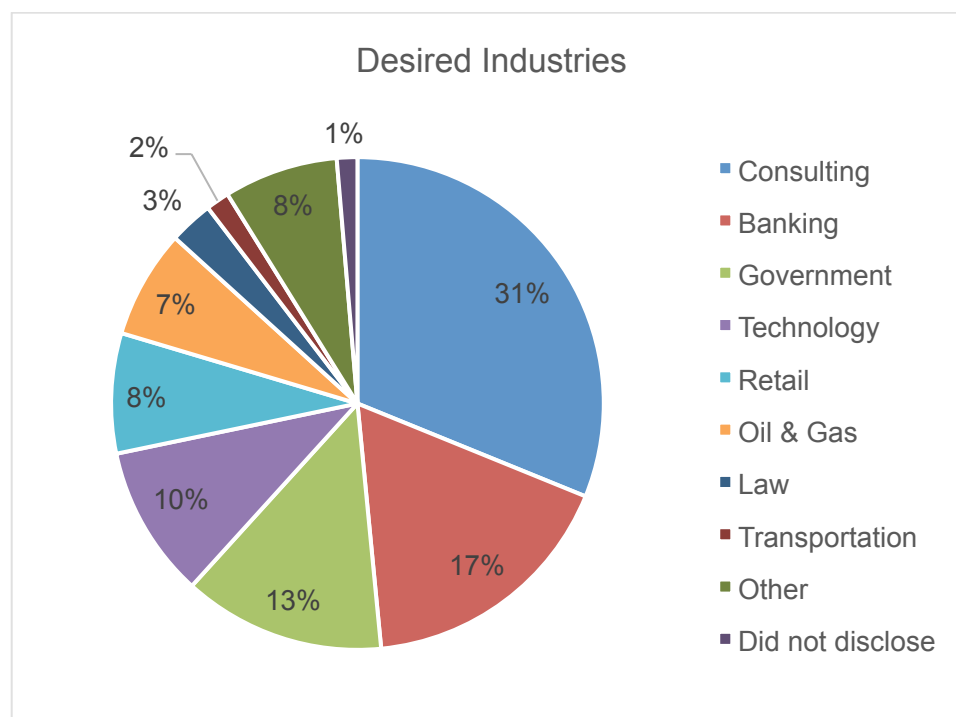


Figure E-28. Desired Industries of Survey Respondents

It was found that 31% (162) of survey respondents would most like to work in the consulting industry upon graduation from university (Figure E-28). Second, third, and fourth most desired industries are banking (17% or 90), government (13% or 69), and technology (10% or 52), respectively. Least desired industries were retail (8% or 41), oil/gas (7% or 37), transportation (2% or 8), and law (3% or 15). Of the responses categorized as “other”, the most popular industries were audit, international relations, investments, research, and marketing, accounting for approximately one third of the responses in the “other” category. When a student chose Consulting, Banking, Technology, Retail, Oil & Gas, or Transportation as their top industry choice, they were brought to another survey question which asked them to choose all the companies that they would like to work for, from a list of the top companies within their

chosen industry. The results for each industry can be seen in Figures E-28, E-29, E-30, E-31, E-32, and E-33.

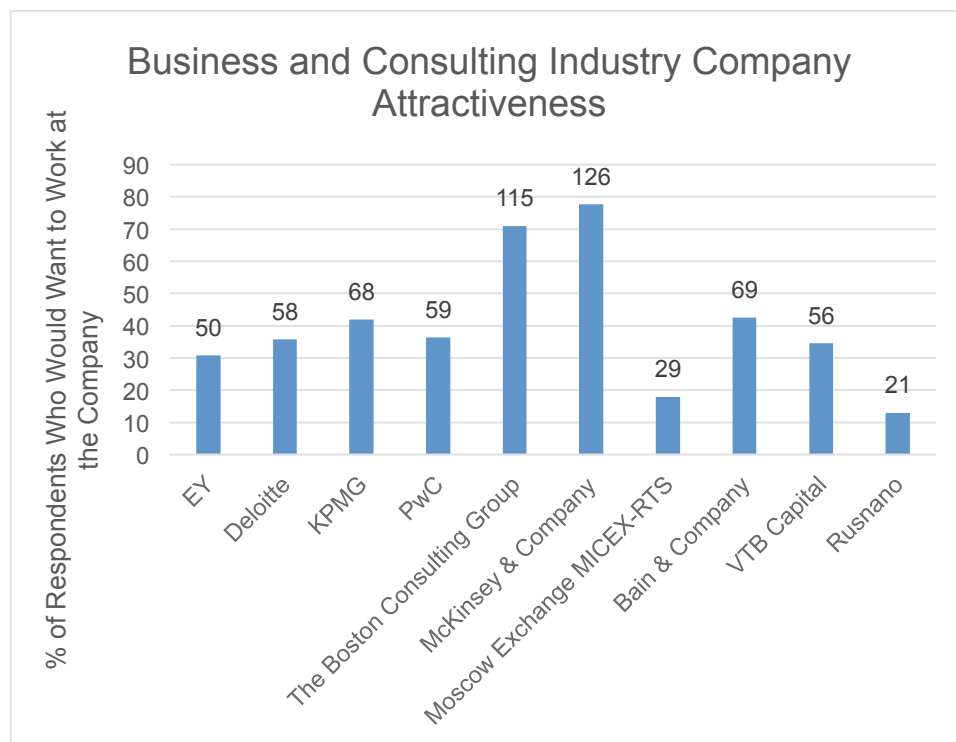


Figure E-28. Desirable Business and Consulting Companies

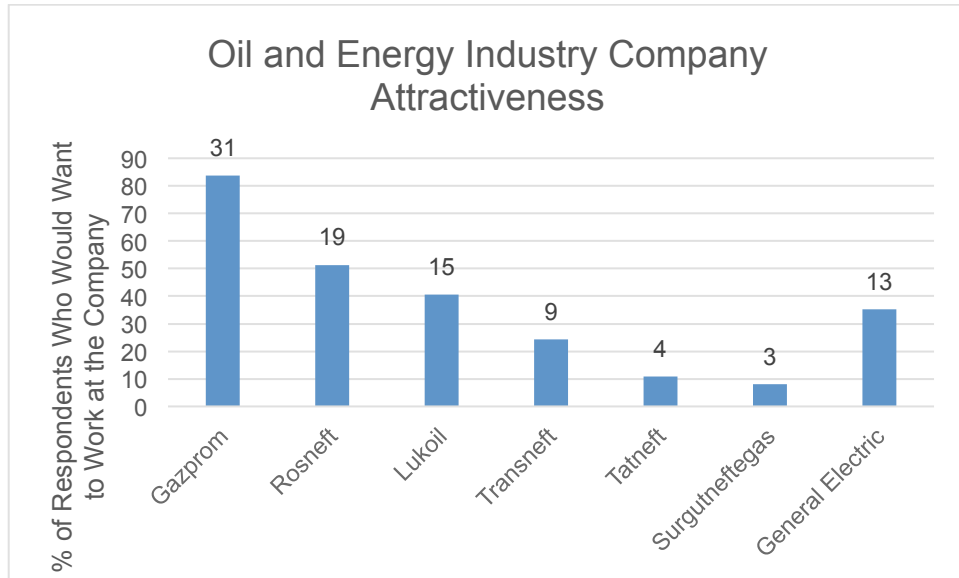


Figure E-29. Desirable Oil and Energy Companies



Figure E-30. Desirable Retail/Product Companies

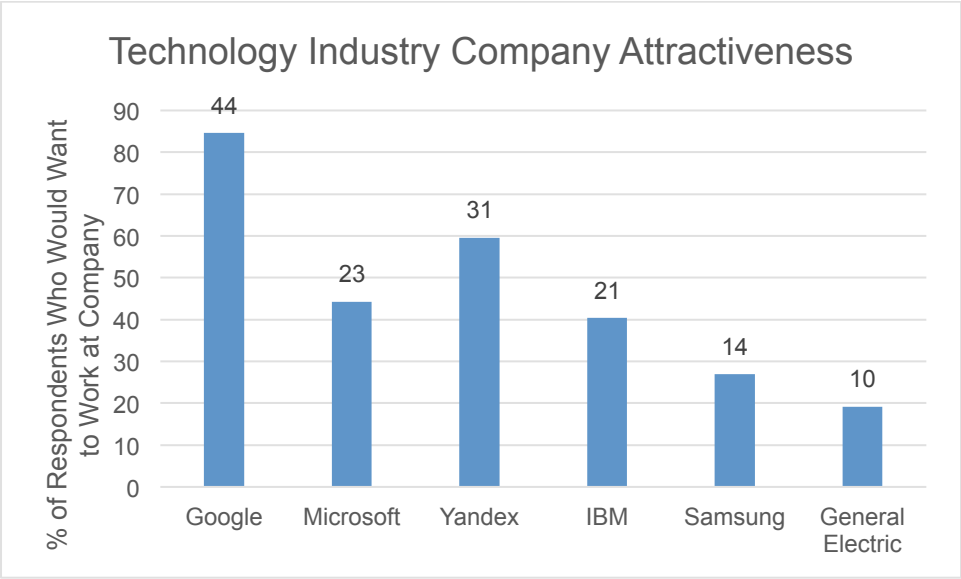


Figure E-31. Desirable Technology Companies

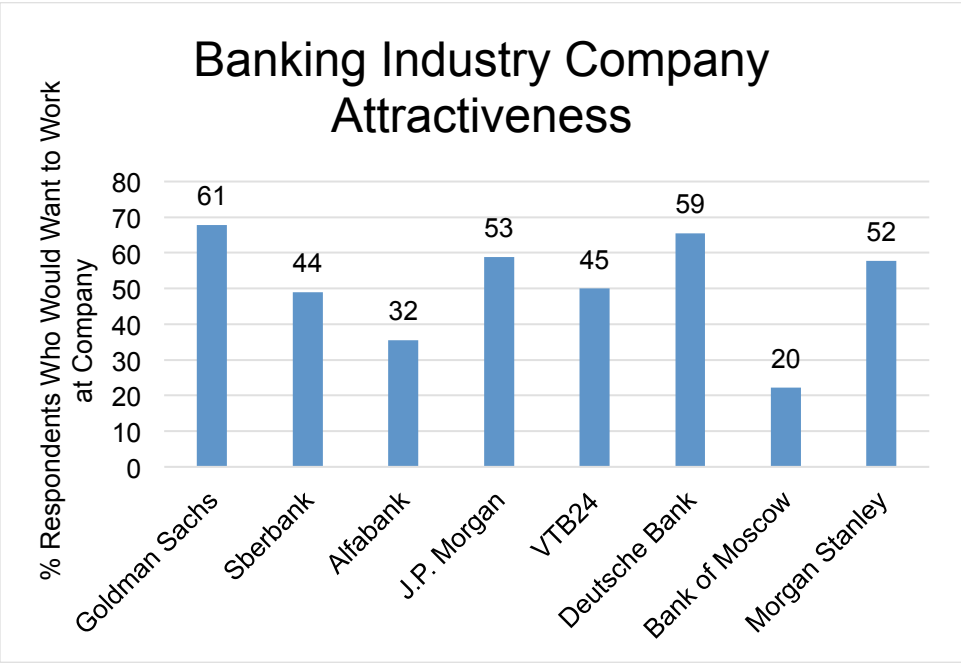


Figure E-32. Desirable Banking Companies

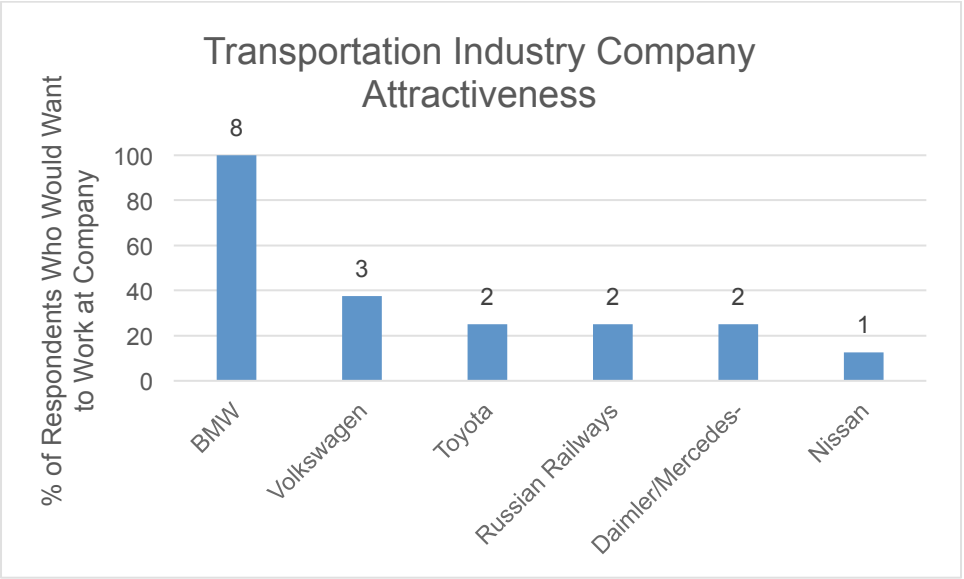


Figure E-33. Desirable Transportation Companies

Appendix F: Interview Summaries

Student Interviews

As stated in our methods, we conducted student interviews with students from Moscow State University, RANEPA, and HSE. During these interviews, some common themes were apparent. When asked why they chose their majors, the majority of students said that they thought their fields of study were interesting. Another common reason for choosing a major was the job outlook for that field. After asking students about their future plans, many students were very unsure of what they wanted, both in a career and in a company. They did indicate, however, that company reputation was important to them, as well as the opportunity to travel. Several students also expressed their desire to one day be a CEO of a company or to start their own business.

Deloitte Junior Staff Interviews

After conducting ten interviews with Deloitte junior staff members, we analyzed the results to determine certain patterns and draw conclusions. Here are the summary and key findings of these interviews.

All interviewees had worked at Deloitte for a year or less, and were either at an entry-level position or just one position higher. Half of the interviewees attended university in Moscow, and six of them specialized in a field directly related to positions at Deloitte. Four employees were recruited at their university campuses, and five of them found a vacancy at

Deloitte online, either through Headhunter or the Deloitte website. The other interviewee did not disclose where he or she found the vacancy.

Common reasons for choosing a faculty were interest in the field, recommendation from parents, and job outlook. When choosing a company to work for, company size/reputation, the opportunity to advance, and work environment were very important to the interviewees. Five interviewees completed an internship prior to coming to work for Deloitte, but their internships generally did not have a large impact on their career decisions since their internships were not closely related to their work at Deloitte.

When asked about why the interviewees chose Deloitte over other companies, many expressed that Deloitte was their favorite of the Big Four. Every interviewee had a positive attitude toward Deloitte's work environment, stressing the ability to grow and form positive relationships with coworkers and managers. Several interviewees also had friends who worked in the company and gave the interviewees positive feedback about the company. Every interviewee wanted to advance to be a manager or senior manager, and many plan to pass the ACCA exam or equivalent exam within the next year. When asked about long work hours, the majority of interviewees agreed that hours can be very long, but none of the employees were concerned because they are still very young.

Career Center Interviews

To gain more information about the role university career centers play in students' career decisions, we interviewed representatives from four different universities: Moscow State University, RANEPA, HSE, and Bauman State University. All career centers provided similar services to students including, but not limited to, resume critiques, cover letter critiques, job search advice, and interview advice. Resume critiques and interview advice were the most popular uses for the university career centers. Although more students use their university career centers every year, popularity varies from university to university. At Moscow State University, it is estimated that around 50% of the total student body utilizes the career center for help. Contrastingly, one career center representative we interviewed stated that many students are not even aware that the career center exists. RANEPA estimates that 11% of students use the career center. However, it is important to note that the career center at RANEPA was not established until about three years ago. HSE did not know how many students visit per year, but they said that two or three students visit the career center every day. Bauman State University estimated that 1,000-1,500 students utilize the career center every year.

Although university career centers in Moscow spend a lot of time counseling students, they spend most of their time and energy organizing networking and recruiting events with various companies. Not only do career centers organize job fairs, they also invite companies to hold events such as information sessions and guest lectures. In addition, companies often come to universities and hold contests. During these contests, employers watch students solve

certain business cases to see who came up with the best solution. Not only is this type of event good practice for students, but it also shows the employer which students have the necessary skills to solve problems within that company.

In general, our interviews revealed that popular companies on university campuses include the Big Four, Unilever, Procter & Gamble, General Electric, Yandex, Gazprom, and other oil companies. It is also common for students to be interested in working in the military or the government, for example at the Ministry of Finance or Ministry of Economy.